

Columbia University Bulletin

THE FACULTY OF MEDICINE

Department
of
Nursing

1966-1967

BACCALAUREATE PROGRAM IN NURSING

MASTER'S PROGRAMS IN CLINICAL NURSING

To Communicate with the School

*Spec. Coll.
M-601
Serial
C
1966-1967*

ADDRESS INQUIRIES TO:

Miss Elizabeth S. Gill, Associate Dean (Nursing)
Faculty of Medicine, Columbia University
622 West 168th Street, New York, N.Y. 10032

TELEPHONE: (Area code 212) 579-3181

The Faculty of Medicine of Columbia University

Department
of

Nursing

1966-1967

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Officers of Administration

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Lawrence H. Chamberlain, Ph.D., LL.D. *Vice President of the University*

Jacques Barzun, Ph.D. *Dean of Faculties and Provost of the University*

H. Houston Merritt, M.D. *Vice President in Charge of Medical Affairs; Dean of the Faculty of Medicine*

George A. Perera, M.D. *Associate Dean and Secretary of the Faculty of Medicine*

Ray E. Trussell, M.D. *Associate Dean (Public Health)*

Elizabeth S. Gill, M.A., R.N. *Associate Dean (Nursing)*

Melvin D. Yahr, M.D. *Assistant Dean*

J. Frederick Eagle, Jr. *Assistant Dean*

Frederick R. Bailey

Daniel C. Baker, Jr.

David A. Blumenstock

James Bordley III

Stanley E. Bradley

Harold W. Brown

Stanley M. Bysshe

Malcolm B. Carpenter

Sidney Carter

Erwin Chargaff

Wilfred M. Copenhaver

George F. Crikelair

Edward C. Curnen, Jr.

George L. Curran, Jr.

Robert C. Darling

Edward W. Dempsey

A. Gerard DeVoe

Herbert O. Elftman

Robert H. E. Elliott

Charles A. Ely

Jose M. Ferrer, Jr.

John W. Fertig

Alfred P. Fishman

Thomas P. Fleming

Jacob Furth

Alfred Gellhorn

Leonard J. Goldwater

David V. Habif

Herman E. Hilleboe

Brian F. Hoffman

William A. Horwitz

Calderon Howe

George H. Humphreys II

Allan Kark

Yale Kneeland, Jr.

Lawrence C. Kolb

Raffaele Lattes

John K. Lattimer

John H. McClement

Donald G. McKay

J. George Moore

Councilman Morgan

William L. Nastuk

Carl T. Nelson

Emanuel M. Papper

J. Lawrence Pool

Milton R. Porter

Charles A. Ragan

David Rittenberg

Walter S. Root

Harry M. Rose

Lewis P. Rowland

Wilbur H. Sawyer

William B. Seaman

David Shemin

William A. Silverman

George K. Smelser

Hamilton Southworth

David Spiro

Charles M. Steer

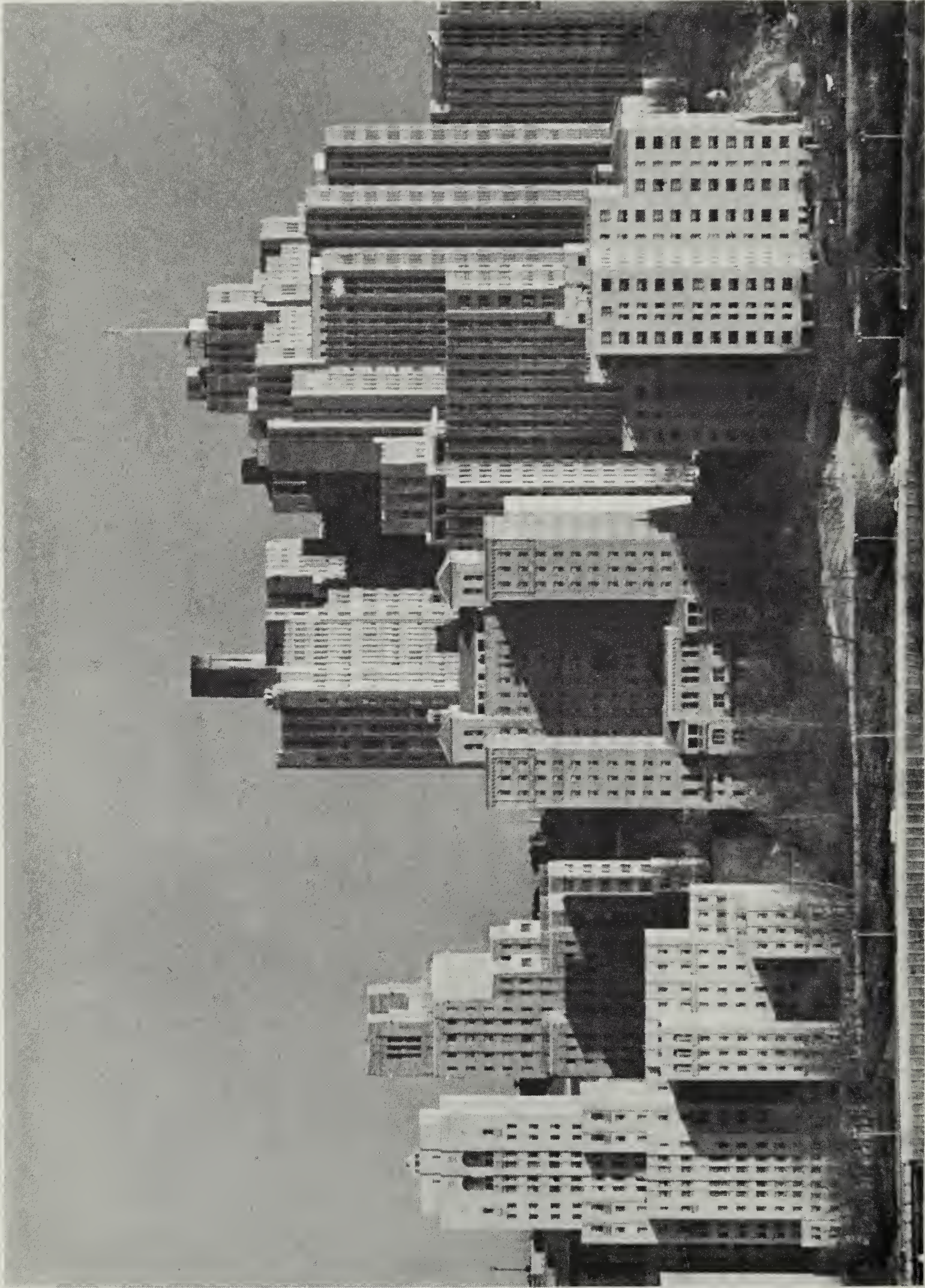
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John V. Taggart

Henry O. Wheeler

Robert H. Wylie

Harold A. Zintel



THE COLUMBIA-PRESBYTERIAN MEDICAL CENTER

Officers of Instruction

Elizabeth S. Gill. *Professor of Nursing; Associate Dean, Department of Nursing*
B.S., Elmira, 1927; M.A., Columbia, 1958; Graduate, Presbyterian Hospital School of Nursing, 1937

Helen F. Pettit. *Professor of Nursing; Director of Nursing Education*
B.S., Columbia, 1940; M.A., New York University, 1952; Graduate, Presbyterian Hospital School of Nursing, 1936

Dorothy E. Reilly. *Associate Professor of Nursing*
B.S., Columbia, 1943; M.S., Boston University, 1950; Graduate, Department of Nursing, Faculty of Medicine, Columbia, 1942

Marion D. Cleveland. *Assistant Professor of Nursing*
B.S., Columbia, 1941; M.S., 1945; Graduate, Presbyterian Hospital School of Nursing, 1927

Harriet M. Deleuran. *Assistant Professor of Nursing (on leave, spring term)*
B.S., Columbia, 1939; M.A., 1942; Graduate, Presbyterian Hospital School of Nursing, 1933

BEHAVIORAL SCIENCES

Elsa Poslusny. *Associate Professor of Nursing*
B.S., Hunter, 1957; M.A., Columbia, 1958; Graduate, Moncton Hospital Training School for Nurses, 1953

Elizabeth Z. Pearson. *Associate in Nursing*
B.S., Boston, 1962; M.S., 1964; Graduate, School of Nursing, 1962

Winfred Overholzer. *Associate in Psychiatry*
B.A., Harvard, 1951; M.D., New York Medical College, 1955

Ivan K. Goldberg. *Instructor in Psychiatry*
B.A., Johns Hopkins, 1955; M.D., New York University, 1959

Frank Jewett. *Instructor in Psychiatry*
B.A., Yale, 1953; M.D., Columbia, 1957

Nathaniel Lefkowitz. *Assistant in Psychiatry*
B.A., Union College, 1949; M.P.H., Columbia, 1954; Ph.D., 1966

BIOLOGICAL AND PHYSICAL SCIENCES

John S. Britten. *Assistant Professor of Physiology*
B.S., Yale, 1954; M.D., Columbia, 1958

Mary Kathleen Duggan. *Assistant Professor of Nursing*
B.S., Adelphi, 1963; M.A., New York University, 1965; Graduate, Adelphi School of Nursing, 1963

Ila M. Schmidt. *Associate in Nursing (Nutrition)*
B.S., Simmons, 1961; M.S., Columbia, 1964

MEDICAL-SURGICAL NURSING

Constance P. Cleary. *Associate Professor of Nursing*
B.S., New York University, 1953; M.A., Columbia, 1958; Graduate, Bellevue Hospital School of Nursing, 1946

Constance M. Baker. *Assistant Professor of Nursing*

B.S., Western Reserve, 1961; M.A., 1963; Graduate, Grace Hospital School of Nursing, 1954

Mary W. Britten. *Assistant Professor of Nursing*

B.S., Columbia, 1959; M.A., 1962; Graduate, Department of Nursing, Faculty of Medicine, 1959

Rose A. Naughton. *Assistant Professor of Nursing*

B.S., Columbia, 1959; M.A., 1962; Graduate, Department of Nursing, Faculty of Medicine, 1959

Mary E. Windrow. *Assistant Professor of Nursing*

B.S., Columbia, 1946; M.A., New York University, 1959; Graduate, Department of Nursing, Faculty of Medicine, Columbia, 1940

Mary R. Barone. *Associate in Nursing*

B.S., New York University, 1961; M.A., 1965; Graduate, Moses Taylor Hospital School of Nursing, 1952

Lois A. Mueller. *Associate in Nursing*

B.S., Columbia, 1960; M.A., 1965; Graduate, Department of Nursing, Faculty of Medicine, 1960

Jane Everest Allen. *Instructor in Nursing*

B.S., Columbia, 1961; Graduate, Department of Nursing, Faculty of Medicine, 1961

Barbara A. Collett. *Instructor in Nursing*

B.S.N., Georgetown, 1961; M.A., Columbia, 1964; M.S.N., Pennsylvania, 1965; Graduate, Georgetown University School of Nursing, 1961

Rosalie A. Dahlen. *Instructor in Nursing*

B.S., Columbia, 1961; M.A., New York University, 1964; Graduate, Department of Nursing, Faculty of Medicine, Columbia, 1961

Margaret E. Eddington. *Instructor in Nursing*

B.S., Columbia, 1957; Graduate, Department of Nursing, Faculty of Medicine, 1957

Barbara A. Farace. *Instructor in Nursing*

B.S., St. John's (N.Y.), 1960; Graduate, St. Catherine's Hospital, 1954

Mary M. Germain. *Instructor in Nursing*

B.S., Columbia, 1964; Graduate, Department of Nursing, Faculty of Medicine, 1964

Dorothy K. Hagner. *Instructor in Nursing*

B.S., Columbia, 1939; Graduate, Presbyterian Hospital School of Nursing, 1931

M. Susan Kun. *Instructor in Nursing*

B.S., Skidmore, 1960; M.S., Boston, 1965; Graduate, Skidmore School of Nursing, 1960

Miriam A. McCormick. *Instructor in Nursing*

B.S., Fairleigh Dickinson, 1961; Graduate, Holy Name Hospital School of Nursing, 1955

Susan C. Maines. *Instructor in Nursing*

B.S., Columbia, 1960; M.A., 1965; Graduate, Department of Nursing, Faculty of Medicine, 1960

Lucille D. Manning. *Instructor in Nursing*

B.S., New York State College for Teachers, 1935; B.S., Columbia, 1949; Graduate, Department of Nursing, Faculty of Medicine, 1949

Violet Mastroberte. *Instructor in Nursing*

B.S., Fairleigh Dickinson, 1961; Graduate, Holy Name Hospital School of Nursing, 1954

Teresita M. Maxwell. *Instructor in Nursing*

B.S., Columbia, 1957; Graduate, Department of Nursing, Faculty of Medicine, 1957

Helen E. Miller. *Instructor in Nursing*

B.S., Columbia, 1963; Graduate, Department of Nursing, Faculty of Medicine, 1963

Janet I. Monroe. *Instructor in Nursing*

B.S., Columbia, 1956; Graduate, Department of Nursing, Faculty of Medicine, 1956

Alice Noble. *Instructor in Nursing*

B.S., Columbia, 1962; Graduate, Department of Nursing, Faculty of Medicine, 1962

Loretta A. Pelle. *Instructor in Nursing*

B.S., Columbia, 1963; Graduate, Department of Nursing, Faculty of Medicine, 1963

Shirley A. Stokes. *Instructor in Nursing*

B.S.N., Ohio State, 1965; M.S., 1966; Graduate, St. Luke's Hospital School of Nursing (Cleveland), 1963

Jane A. Traver. *Instructor in Nursing*

B.A., Roberts Wesleyan, 1956; B.S., Columbia, 1960; Graduate, Department of Nursing, Faculty of Medicine, 1960

Faith H. Voelker. *Instructor in Nursing*

B.S., Columbia, 1964; Graduate, Department of Nursing, Faculty of Medicine, 1964

Darlene Grier. *Assistant in Nursing*

B.S., Columbia, 1966; Graduate, Miami Valley Hospital School of Nursing, 1961

MATERNITY NURSING**Carole A. Cantwell.* *Assistant Professor of Nursing***

B.S., Adelphi, 1962; M.S., Columbia, 1963; Graduate, Kings County Hospital School of Nursing, 1956

Bernice R. Derby. *Assistant Professor of Nursing*

B.S., Columbia, 1946; M.S., Western Reserve, 1958; Graduate, Department of Nursing, Faculty of Medicine, Columbia, 1946

Beth C. Kothe. *Associate in Nursing*

B.S., Columbia, 1941; M.A., 1949; Graduate, Department of Nursing, Faculty of Medicine, 1941

Patricia Boone.* *Director, Nurse-midwifery Service, Harlem Hospital Center*

B.S., California (Los Angeles), 1960; M.S., Columbia, 1964; Graduate, Union Memorial Hospital School of Nursing, 1950

Mary J. Brooks. *Instructor in Nursing*

B.A., Beaver, 1945; B.S., Columbia, 1948; Graduate, Department of Nursing, Faculty of Medicine, 1948

Doris C. Clarke. *Instructor in Nursing*

B.S.N., Duke, 1959; M.S.N., 1963; Graduate, School of Nursing, 1959

Catherine T. Pronko. *Instructor in Nursing*

B.S., Hunter, 1958; Graduate, Columbia Hospital (Pittsburgh), 1928

Dorothy E. MacK. Robinson.* *Instructor in Nursing*

B.S., Columbia, 1941; M.S., 1959; Graduate, Presbyterian Hospital School of Nursing, 1934

Barbara B. Rooney. *Instructor in Nursing*

B.S., Columbia, 1962; Graduate, Department of Nursing, Faculty of Medicine, 1962

Jean W. Tease.* *Assistant Director, Nurse-midwifery Service, Harlem Hospital Center*

B.S., Cornell, 1951; M.S., Columbia, 1960; Graduate, Cornell University-New York Hospital School of Nursing, 1951

Karen K. Wood. *Instructor in Nursing*

B.S., Columbia, 1963; Graduate, Department of Nursing, Faculty of Medicine, 1963

PEDIATRIC NURSING**Marjorie Peto. *Assistant Professor of Nursing***

B.S., Columbia, 1926; M.A., New York University, 1951; Graduate, Presbyterian Hospital School of Nursing, 1926

* Certified Nurse-Midwife

Louisa M. Kent. *Associate in Nursing*

B.S., Connecticut College for Women, 1930; M.A., New York University, 1952; Graduate, Presbyterian Hospital School of Nursing, 1936

Sarah M. Waldkoetter. *Associate in Nursing*

B.S., Evansville, 1959; M.S., Indiana, 1966; Graduate, Evansville College School of Nursing, 1959

Eileen M. Cherba. *Instructor in Nursing*

B.S., Rochester, 1965; Graduate, University of Rochester Department of Nursing, 1965

Judith Ann Johnson. *Instructor in Nursing*

B.S., Columbia, 1965; Graduate, White Plains Hospital School of Nursing, 1960

Priscilla C. Parke. *Instructor in Nursing*

B.A., Smith, 1934; M.N., Yale School of Nursing, 1945

Sarah L. Sheets. *Instructor in Nursing*

B.S., Michigan, 1962; Graduate, School of Nursing, 1962

Esther Spaulding. *Instructor in Nursing*

B.S., Columbia, 1965; Graduate, Department of Nursing, Faculty of Medicine, 1965

PSYCHIATRIC NURSING

Gertrude Clawson. *Assistant Professor of Nursing*

B.S., Pittsburgh, 1949; M.A., Columbia, 1953; Graduate, Prospect Heights Hospital School of Nursing, 1936

Edward O. Wray. *Assistant Professor of Nursing*

B.S., Columbia, 1959; M.A., 1960; Graduate, Pennsylvania Hospital School of Nursing, 1955

Virginia E. Ehmann. *Instructor in Nursing*

B.S., Columbia, 1962; Graduate, Department of Nursing, Faculty of Medicine, 1962

Madeline Goldstein. *Instructor in Nursing*

B.S., Boston, 1964; Graduate, School of Nursing, 1964

PUBLIC HEALTH NURSING

Lucy R. Kennedy. *Associate Professor of Nursing*

B.S., College of St. Rose, 1945; M.S., Columbia, 1955; Graduate, College of St. Rose School of Nursing, 1945

Katherine A. Knight. *Assistant Professor of Nursing (on leave, academic year)*

B.S., Cornell, 1958; M.A., Columbia, 1961; Graduate, Cornell University-New York Hospital School of Nursing, 1958

Jean Metzger. *Associate in Nursing*

B.S., Columbia, 1947; M.A., 1958; Graduate, Department of Nursing, Faculty of Medicine, 1947

Barbara A. Badger. *Instructor in Nursing*

B.S., Columbia, 1953; M.A., 1963; Graduate, Department of Nursing, Faculty of Medicine, 1953

Margaret B. Decker. *Instructor in Nursing*

B.S., Columbia, 1962; M.P.H., North Carolina, 1966; Graduate, Department of Nursing, Faculty of Medicine, Columbia, 1962

Dale F. Lehman. *Instructor in Nursing*

B.S., Duke, 1963; Graduate, Duke University School of Nursing, 1963

ORTHOPEDIC NURSING

Rose M. Hoynak. *Assistant Professor of Nursing*

B.S., Columbia, 1945; M.A., 1959; Graduate, Department of Nursing, Faculty of Medicine, 1945

Loretta A. Verdisco. *Assistant Professor of Nursing*

B.S., Columbia, 1958; M.A., 1964; Graduate, Department of Nursing, Faculty of Medicine, 1958

OUTPATIENT NURSING

Constance C. Hamon. *Assistant Professor of Nursing*

B.S., New York University, 1942; M.A., 1957; Graduate, Presbyterian Hospital School of Nursing, 1929

Isabel M. Healy. *Instructor in Nursing*

B.S., Columbia, 1950; Graduate, Department of Nursing, Faculty of Medicine, 1950

NEUROLOGIC NURSING

Martha E. Haber. *Assistant Professor of Nursing*

B.S., Columbia, 1949; M.A., 1959; Graduate, Department of Nursing, Faculty of Medicine, 1949

Nora Maliepaard. *Assistant Professor of Nursing*

B.S., California, 1958; M.A., Columbia, 1965; Graduate, University of California School of Nursing, 1958

RESIDENCE, HEALTH, AND RECREATION

Florence L. Vanderbilt. *Director of Residence and Health*

B.S., Columbia, 1936; Graduate, Presbyterian Hospital School of Nursing, 1927

Amarylius Ticnor. *Director of Recreation*

B.S., Colorado State, 1953

► OFFICERS OF INSTRUCTION FROM OTHER DEPARTMENTS OF THE UNIVERSITY

THE BASIC MEDICAL SCIENCES

Wilfred M. Copenhaver, Ph.D. *Professor of Anatomy*

David Rittenberg, M.D. *Professor of Biochemistry*

Harry M. Rose, M.D. *John E. Borne Professor of Medical and Surgical Research*

John V. Taggart, M.D. *Professor of Physiology*

John S. Britten, M.D. *Assistant Professor of Physiology*

MEDICINE AND SURGERY

Stanley E. Bradley, M.D. *Samuel Bard Professor of Medicine*

Robert C. Darling, M.D. *Simon Baruch Professor of Physical Medicine and Rehabilitation*

Robert B. Hiatt, M.D. *Associate Professor of Surgery*

George H. Humphreys II, M.D. *Valentine Mott Professor of Surgery*

George F. Crikelair, M.D. *Professor of Clinical Surgery*

DENTAL AND ORAL SURGERY

Edward V. Zegarelli, D.D.S. *Edwin S. Robinson Professor of Dentistry*

DERMATOLOGY

Carl T. Nelson, M.D. *Professor of Dermatology*

NEUROLOGY

H. Houston Merritt, M.D. *Henry and Lucy Moses Professor of Neurology*

J. Lawrence Pool, M.D. *Professor of Neurological Surgery*

OBSTETRICS AND GYNECOLOGY

J. George Moore, M.D. *Willard C. Rappleye Professor of Obstetrics and Gynecology*

Susan W. Williamson, M.D. *Associate Clinical Professor of Obstetrics and Gynecology; Director, Graduate Program in Maternity Nursing*

OPHTHALMOLOGY

A. Gerard DeVoe, M.D. *Edward S. Harkness Professor of Ophthalmology*

ORTHOPEDIC SURGERY

Frank E. Stinchfield, M.D. *Professor of Orthopedic Surgery*

Harrison L. McLaughlin, M.D. *Professor of Clinical Orthopedic Surgery*

PEDIATRICS

Edward C. Curnen, Jr., M.D. *Reuben S. Carpentier Professor of Pediatrics*

PSYCHIATRY

Lawrence C. Kolb, M.D. *Professor of Psychiatry*

Bernard D. Schoenberg, M.D. *Assistant Clinical Professor of Psychiatry*

PUBLIC HEALTH

Ray E. Trussell, M.D., M.P.H. *Joseph R. DeLamar Professor of Administrative Medicine and Associate Dean of the Faculty of Medicine (Public Health)*

E. Gurney Clark, M.D. *Professor of Epidemiology*

Gloria L. A. Dammann. *Assistant Professor of Public Health Nursing*

John W. Fertig, Ph.D. *Professor of Biostatistics*

Frances R. Gearing, M.D., M.P.H. *Assistant Professor of Epidemiology*

George Rosen, M.D. *Professor of Public Health Education*

W. Henry Sebrell, Jr., M.D. *Robert R. Williams Professor of Public Health Nutrition*

Donald G. Dickson, M.D., M.P.H. *Lecturer; Commissioner, Rockland County Department of Health*

William J. Dougherty, M.D. *Lecturer; Director, Division of Preventable Disease, New Jersey State Department of Health*

UROLOGY

John K. Lattimer, M.D. *Professor of Urology*

► STANDING COMMITTEES

ADMISSIONS	Associate Dean Elizabeth S. Gill (<i>chairman</i>); Professors Harriet M. Deleuran, Helen F. Pettit, and Loretto Verdisco; Miss Florence L. Vanderbilt; Dean H. Houston Merritt and Associate Dean George A. Perera (<i>ex officio</i>)
NURSING EDUCATION	Associate Dean Elizabeth S. Gill (<i>chairman</i>); Professors Stanley E. Bradley, Constance P. Cleary, Edward C. Curnen, Jr., George H. Humphreys II, Lucy R. Kennedy, Lawrence C. Kolb, J. George Moore, Helen F. Pettit, and Dorothy Reilly; Associate Dean Ray E. Trussell; Dean H. Houston Merritt (<i>ex officio</i>)
SCHOLARSHIP	Associate Dean Elizabeth S. Gill (<i>chairman</i>); Professors Harriet M. Deleuran, Nora Maliepaard, and Helen F. Pettit; Miss Florence L. Vanderbilt; Dean H. Houston Merritt and Associate Dean George A. Perera (<i>ex officio</i>)

► ADVISORY COMMITTEE FOR THE GRADUATE PROGRAM IN MATERNITY NURSING

Associate Dean Elizabeth S. Gill (*chairman*); Professors J. George Moore, Helen F. Pettit, and Susan W. Williamson; Miss Laurette M. Beck; Associate Dean Ray E. Trussell; and Dean H. Houston Merritt (*ex officio*)

► ADMINISTRATIVE OFFICERS

Inez E. Klinck, B.A. *Assistant to the Dean*

Bernis D. Moss, Jr., M.S. *Business Officer*

Eileen H. Daly. *Assistant to the Registrar of the University*

Gertrud Barnett. *Administrative Assistant*



NURSE-PATIENT RELATIONSHIPS ARE VERY SATISFYING

Affiliated Institutions and Agencies

PRESBYTERIAN HOSPITAL

Director of Nursing: Elizabeth S. Gill

Director of Nursing Service: Marion D. Cleveland

Assistant Directors of Nursing Service: Bernice R. Derby, Martha E. Haber, Constance C. Hamon, Rose M. Hoynak, A. Beatrice Langmuir, Mary J. Lyon, Marjorie Peto, Helen F. Pettit, Marjory Purinton, Helen L. Scott, Margaret Wells, Mary E. Windrow

NEW YORK STATE PSYCHIATRIC INSTITUTE

Director of Nursing: Edward O. Wray

Assistant Director of Nursing: Gertrude Clawson

VISITING NURSE SERVICE OF NEW YORK, INC.

Executive Director: Eva M. Reese

Director of Education: Mary McCall Tyrie

VISITING NURSE ASSOCIATION OF BROOKLYN, INC.

Executive Director: Eleanor W. Mole

Education Director: Katherine M. Disosway

BUREAU OF PUBLIC HEALTH NURSING, NEW YORK CITY DEPARTMENT OF HEALTH

Director: Grace McFadden

Associate Director (Education): Leah Hoenig

MATERNITY CENTER ASSOCIATION

Director: Vera Keane

HARLEM HOSPITAL CENTER

Senior Superintendent of Nurses: Alida C. Dailey



PHYSICAL MEDICINE AND REHABILITATION CONCERN THE NURSE
IN HER CARE OF THE PATIENT

The Department of Nursing

In 1935 the College of Physicians and Surgeons of Columbia University assumed the responsibility for the educational program of the School of Nursing of the Presbyterian Hospital, and in 1937 the University established the Department of Nursing of the Faculty of Medicine.

The School of Nursing was founded in 1892 by the Board of Managers of the Presbyterian Hospital. Anna C. Maxwell, R.N., M.A., the first director of the School, established the plans for administration and instruction and guided them for thirty years. Her contribution has had a lasting effect upon the growth of the profession to its present dignity and importance. More than four thousand nurses have been graduated since the School was opened.

The hospital's interest in teaching had been further demonstrated by affording clinical education for the medical students of the College of Physicians and Surgeons of Columbia University. This led to a permanent affiliation between the two institutions in 1921. The establishment of the Department of Nursing marked another step in the integration of the University and the hospitals at the Columbia-Presbyterian Medical Center.

The Department offers three programs of full-time study:

- an undergraduate program, including public health nursing, which leads to the baccalaureate;
- a graduate program in maternity nursing, including nurse midwifery, which leads to the M.S. degree and a Certificate in Nurse Midwifery;
- a graduate program in psychiatric-community mental health nursing, which leads to the M.S. degree.

All programs are accredited by the National League for Nursing. The Department of Nursing is a member of the Department of Baccalaureate and Higher Degree Programs of the National League for Nursing.

PHILOSOPHY

The Department of Nursing, in accordance with Columbia University, believes that in the preparation of members of a profession the University is educating men and women who must possess not simply a certain expertness but also a sense of their social role and awareness of the ways in which their professional activities involve them in a wide range of value judgments.

For the nursing profession this implies that nurses must be prepared to function in a dynamic society. Nursing education should reflect discriminating attention to the changing positions of people and nations in a changing world; to the masses of

knowledge unfolded by the natural and behavioral sciences; and to the new frontiers being opened by these sciences. Programs designed for preparation of the nurse practitioner must comprise the intellectual, social, and technical components of a liberal and professional education. Students must be selected with the ability and the foundation in the liberal arts which will enable them to meet uniformly high standards of scholarship and achievement and to prepare for leadership roles in nursing. Faculty members must be prepared to innovate as well as to preserve knowledge and continually carry out research that will advance the quality and usefulness of the nursing profession.

Professional education must provide the student with the opportunity not only to master a specialized body of knowledge and technical skills, but also to learn how to apply these to complicated human problems. Thus a program for nursing must provide concurrent and selective theory and practice in settings where geographical and related factors enable it to proceed in a purposeful way.

Baccalaureate education in nursing should focus upon knowledge which is fundamental to the practice of general nursing and which provides a base upon which graduate education in nursing can build. Graduate education in nursing should extend and deepen knowledge and practice in a particular area of interest. The Department of Nursing believes that its master's programs should prepare for specialization in a clinical field of nursing. All programs must contribute to the preparation of a liberally educated professional nurse who comprehends human and social factors as well as the technical, who possesses an analytical way of thinking which embodies discretion and judgment, and who is able to progress toward a role in nursing which is socially significant and personally satisfying.

TEACHING FACILITIES

The Columbia-Presbyterian Medical Center, overlooking the Hudson River at 168th Street and Broadway, contains clinical facilities and opportunities for learning which are unsurpassed. It includes the Columbia University College of Physicians and Surgeons, School of Dental and Oral Surgery, School of Public Health and Administrative Medicine, and Department of Nursing; a number of specialized hospitals, chief of which is the Presbyterian Hospital and its subdivisions—the Squier Urological Clinic, the Institute of Ophthalmology, Harkness Pavilion (for private patients), Sloane Hospital for Women, Vanderbilt Clinic (the outpatient department), Babies Hospital, Neurological Institute, the New York Orthopedic Hospital, and the Mary Harkness Unit. Also part of the Medical Center are Francis Delafield Hospital (municipal hospital for the study and treatment of cancer), the New York State Psychiatric Institute, and the Washington Heights Health and Teaching Center (headquarters of an administrative district of the New York City Department of Health). See the map on the inside back cover.

Other community health and welfare agencies which provide exceptional learning experiences include the Visiting Nurse Service of New York, the Visiting Nurse Association of Brooklyn, the Bureau of Public Health Nursing of the Department of Health of the City of New York, the Maternity Center Association, Harlem Hospital, and selected school health and occupational health services.

The social, intellectual, and recreational resources of the University on the Morningside campus at Broadway and 116th Street are also available to nursing students.

LIBRARIES

The Medical Library occupies sections of the three lower floors of the College building. Current literature (both books and journals) is available to faculty members and students, as are other aids to research—interlibrary loans and a unique bibliographic service.

The library contains approximately 275,000 volumes of books and journals, some 5,000 pamphlets, and about 2,000 slides on the history of medicine. More than 4,200 periodicals are received regularly. There is a professional library staff to aid students, faculty members, and research workers from the schools of medicine, dentistry, nursing, public health, and the hospitals of the Medical Center. Students from the Department of Nursing use this library as their main source of reference. They also use the Tod Memorial Library in Anna C. Maxwell Hall. The latest editions of approved reference books are supplied from the Anna C. Maxwell Reference Library Fund. Supplementary library facilities in the various clinical specialties are also available for student use.

The libraries on Morningside Heights, containing some three million volumes, are open to all students. The main collection is housed in Butler Library, and special and departmental collections are located in other buildings on the campus. They include collections on biology, chemistry, engineering, physics, psychology, sociology, and other subjects related to nursing and supplement the special collections available in the Medical Library, while allowing the student to pursue any field of interest.

During the academic year, the Medical Library is open Monday through Friday, 8:30 a.m. to 11 p.m.; Saturday, 9 a.m. to 5 p.m.; and Sunday, 12 noon to 10 p.m. All other libraries post the hours during which they are open.

The Baccalaureate Program

PROGRAM OF STUDY

ADMISSION

COURSES OF INSTRUCTION

REGISTRATION AND EXPENSES

DISTRIBUTION OF STUDENTS

ACADEMIC CALENDAR



SEMINAR IN THE BEHAVIORAL SCIENCES

THE MEDICAL LIBRARY IS SHARED BY ALL STUDENTS OF THE HEALTH PROFESSIONS



Program of Study

The basic baccalaureate nursing program at Columbia University prepares qualified young women to practice nursing effectively in hospitals, homes, and in the various types of health agencies. Nursing is interpreted as including health promotion through education, prevention of disease, care of the sick and injured, and their restoration to optimal health.

The program of study, leading to the Bachelor of Science degree, includes instruction in the basic sciences and nutrition; theory and supervised experiences in the major clinical areas of medical, surgical, maternity, orthopedic, pediatric, psychiatric, and public health nursing. This is undertaken in the context of comprehensive patient care, and includes theory and supervised practice related to the assumption of a leadership role in patient care.

During 1966–1968 two baccalaureate programs will be in progress, one for students who enter the Department in September 1966 and the other for those who entered in September 1964 and 1965.

Students who are admitted to the Department in September 1966 will complete a two-year program. Those who enter with 60 liberal arts credits (Group B) will complete the program in two academic years and two summer periods; students who enter with a bachelor's degree (Group A) will complete the program in two academic years and one summer period. These students will all be designated "juniors" in their first year and "seniors" in their second year.

Students who were admitted to the Department in 1964 and 1965 will complete the last year (Group A) or last two years (Group B) of their program. These students are designated "second-year" and "third-year" students.

Throughout her nursing education, the student is encouraged and provided with the opportunity to develop an understanding of the social and health needs of individuals and the community, their effect upon the trends in national thinking, as well as the present and possible contribution of nursing to human welfare.

Opportunity is provided for the continued development of the student physically, mentally, emotionally, and culturally, with emphasis on her interests, needs, and responsibilities as a person, as a member of the nursing profession, and as a citizen.

The student is introduced to the various opportunities in nursing and is helped to select for further study and experience that field of nursing in which she will find her greatest satisfaction and to which she can make her optimum contribution.

PHILOSOPHY OF NURSING EDUCATION

Nursing education on a baccalaureate level must afford the student maximum opportunity to develop as a person, with a broad understanding of man and his relationship to society, and to begin to acquire the competence which will enable her to assume the responsibilities inherent in her profession.

It is the belief of the Department of Nursing that general education, acquired in

a liberal arts setting and enhanced by involvement in the activities of the college community, provides a sound base on which professional nursing education can be built. In keeping with the educational philosophy of Columbia University, the Department's aim is to help the student develop the intellectual strength that will enable her to grow in mind and spirit. This strength will provide her with the ability to perceive what is relevant in the past, the creative imagination to project new possibilities, and the capacity to choose between alternatives according to principles that have been critically examined. These abilities provide a basis for action of more permanent worth than a mere array of facts, since in nursing, as in other professions, ever-enlarging frontiers of knowledge may rapidly outmode facets of current practice. The student is prepared to practice the art and science of professional nursing, to continue her own education, enlarge her store of knowledge, and achieve continued personal and professional growth and satisfaction.

The Department of Nursing further believes that professional nursing education should be flexible and maintain a climate conducive to further development of the constellation of abilities which have been acquired by students. Any modifications in the program should be designed to admit students with greater breadth of formal educational preparation than is required for the majority of students who enter the Department.

A CAREER IN NURSING

The spotlight of public opinion is strongly focused on nursing as the need for the services of skilled, intelligent professional nurses continues. Estimates of the probable number required for the maintenance of health services throughout the nation, in urban and rural communities, show the need for many more professional nurses than are available at present. This demand is increased by the War on Poverty and Medicare as well as the broadening concepts of world leadership that our country is being asked to assume.

The program in nursing offers excellent preparation for the countless opportunities which are open to registered professional nurses in different fields.

A major challenge is offered to nurses who are able to give expert patient care. Nurses with professional preparation are responsible for the nursing care of patients and families, and give guidance and supervision to others in carrying out certain aspects of that care. With additional experience and education on the master's or doctoral level, the professional nurse can assume increasing responsibility for patient care as a clinical specialist in many fields of nursing, such as pediatrics, medicine-surgery, and psychiatry. This type of practice is possible in many settings, including hospitals.

Public health nursing offers a diversity of activities affecting all groups of society. It includes nursing in public health agencies, such as official and voluntary health and nursing agencies; in school and occupational health services; and in educational and preventive health programs.

The teaching of nursing offers a challenge to many nurses. For those with research interests there is an ever-increasing opportunity for important, exciting, and much-needed study.

Whether practicing her profession in the hospital, the home, the industrial plant, or the rural community, the modern nurse occupies a position of responsibility and

respect. She is constantly in contact with the medical practitioner, the public health officer, the industrial physician, and the social worker, as well as with governmental and voluntary agencies and others concerned with the health of the community. American nurses have a large share of responsibility in restoring health and welfare services in many parts of the world. The opportunities for service increase rather than diminish, both at home and abroad.

PREPARATION FOR ENTRANCE

The candidate for nursing who is serious in her interest and plans should first evaluate her qualifications. A sincere interest in people and their welfare is an essential in all fields of nursing. Also, since nurses assume the responsibility for planning and improving nursing care, they must be able to lead as well as to work under the leadership of others. Nurses are called upon to make many important decisions and must have adequate knowledge on which to base them, so that some preparation in liberal arts and broad cultural experiences are likewise invaluable.

The candidate for nursing should take advantage of the many opportunities for trying out practical "work-samples" of nursing and securing some contact with patients, even at an elementary level. Other types of work experience with people are also useful.

Academic requirements are outlined on page 25. The Department will welcome an opportunity to guide its candidates well in advance of the date of entrance.

GRADUATE STUDY

A course in maternity nursing, leading to a Master of Science degree, is offered by the Department of Nursing in cooperation with the Department of Obstetrics and Gynecology, the School of Public Health and Administrative Medicine, Presbyterian Hospital, and the Maternity Center Association, and is described on pages 57-61.

Beginning with the autumn term 1966-1967, the Department will offer a Master of Science program to prepare the clinical nurse specialist in psychiatric-community mental health nursing. Information on this new program appears on pages 62-67.

The Division of Nursing Education of Teachers College, Columbia University, offers to graduate nurses the opportunity of preparing themselves further for work in the nursing school, hospital, and public health fields. These programs lead to a master's degree.

The Alumnae Association of the Columbia University-Presbyterian Hospital School of Nursing has two endowment funds for scholarships for advanced study in nursing education which may be pursued in many leading universities throughout the country.



THE PUBLIC HEALTH NURSE INTERVIEWS A MOTHER IN THE WELL BABY CLINIC

Admission

Candidates are admitted once a year, in September, under one of two classifications: Group A or Group B. All are candidates for the Bachelor of Science degree. Graduate nurses who wish to enter the baccalaureate program will be admitted to Group A or B depending on their educational qualifications.

GROUP A

Students who hold a bachelor's degree acceptable to Columbia University are admitted to Group A. Students admitted in September 1966 and thereafter will register for two academic years and one summer period. They must meet the specific course requirements as stated below.

GROUP B

In Group B are students who have completed at least two years of study in a college or university approved by Columbia University. Students admitted in September 1966 and thereafter will complete the program in two academic years and two summer periods. For the 60 points in liberal arts required for admission to Group B, see below.

► COURSES REQUIRED FOR ADMISSION

	<i>Points</i>
<i>Required:</i> Biology	6–8
Chemistry	6–8
English	6
Psychology	6
Sociology	6
	32–34
<i>Elective:</i> Foreign language, history, mathematics, economics, philosophy or religion, fine arts, or supplementary courses in the required fields.	26–28

Credit for *one* year of a foreign language completed in college may be awarded only if (1) it was an intermediate or advanced course or (2) credit has also been awarded for two years of *another* foreign language. No more than 6 points may be allowed for courses in religion or speech.

Credit will not be granted for commercial, home economics, physical education, or vocational courses, or for any 1-point course.

Consideration on an individual basis will be given to outstanding students who do not meet the requirements outlined under Groups A and B, and to students transferring from another school of nursing.

Applicants who wish advice regarding their courses of study should contact the Department of Nursing at the earliest possible date.

► SPECIAL REQUIREMENTS FOR GRADUATE NURSES

Graduate nurses who wish to earn the baccalaureate may enroll in the undergraduate program.

The 60 liberal arts credits required for admission may be taken in any regionally accredited college or university, including the School of General Studies of Columbia University. The courses required for admission are listed on page 25.

When the candidate has completed 44 liberal arts credits, including the required courses (page 25), she may carry selected nursing courses concurrently with the remaining 16 liberal arts credits. Before a student may register for nursing courses she must have her plan for completing the liberal arts requirements approved by the Office of the Associate Dean.

Applicants who have less than 44 liberal arts credits, including the specific required courses, and who would like advice regarding plans for completing the admission requirements should request a Preliminary Admission Form. No application fee is necessary with this form.

ADVANCED STANDING

Advanced standing is granted for liberal arts credits gained at a regionally accredited college or university. Within the nursing major, advanced standing is determined by the applicant's performance on examinations given before admission. The final determination of the credit allowance is made following the satisfactory completion of the first clinical nursing course.

► ADMISSION PROCEDURE FOR ALL APPLICANTS

An applicant for admission must apply on a form supplied by the Department of Nursing. The completed form must be accompanied by the application fee: a check or money order for \$15 made payable to Columbia University. This fee helps to cover the cost of processing the application; it is therefore not returnable, nor is it credited toward tuition.

It is desirable to file application from one to two years in advance of the date of entrance. After the completed form is received, the applicant's academic record will be secured by the Department of Nursing.

The Department of Nursing will make an appointment for a personal interview, aptitude tests, and for a physical examination by the Department physician. An applicant who lives at too great a distance to arrange for the preliminary interview and examination may be accepted on condition that she meet all requirements at the time of admission. Failure to do so will necessitate immediate withdrawal.

Instructions about uniforms and equipment will be sent following final acceptance.

Application blanks and further information about the course in nursing may be secured from the Department of Nursing, Faculty of Medicine, Columbia University, 622 West 168th Street, New York, N.Y. 10032.

Courses of Instruction

The University reserves the right to withdraw or modify the courses of instruction or to change the instructors as may be necessary.

For Students Admitted in September 1966

► PROGRAM FOR STUDENTS IN GROUPS A AND B

Orientation.

0 pts

Professors Deleuran, Gill, and Pettit; Misses Ticnor and Vanderbilt; and associates.

Orientation acquaints the student with the academic program and facilities of the Department and with the community. The program is carefully developed in cooperation with the Student Government Association, which assumes an active role in introducing the new student to community and professional living.

BIOLOGICAL AND PHYSICAL SCIENCES

Anatomy and Physiology 40.

4 pts

Professors Copenhaver, Duggan, Reilly, and Taggart; Miss Schmidt; members of the Departments of Anatomy and Physiology.

Structure and function of the normal body, with attention to appropriate biochemical principles, including those involved in the nutrition sciences. Lectures, demonstrations, conferences, laboratory.

Epidemiology 48. Principles of epidemiology.

2 pts

Professor Gearing.

Principles of epidemiology. Methods of prevention and control of infectious and non-infectious conditions in varied settings. Host, agent, and environmental factors, including microbiological principles. Use of statistics and problem-solving approach in identifying health needs and problems. Lectures, discussions, and laboratory.

Pathophysiology 41.

4 pts

Professors Duggan and Reilly; Miss Schmidt; members of the Departments of Medicine, Pathology, Pharmacology, Physiology, and Surgery.

A beginning scientific inquiry into the mechanisms of altered homeostasis. Body stressors such as infection, neoplasm, and shock. Intrinsic compensatory mechanisms and extrinsic methods of intervention, including nursing, pharmacology, and nutrition. Principles of microbiology, epidemiology, and biochemistry. Lectures, demonstrations, and seminars.

Pathophysiology 50.

4 pts

Professors Duggan and Reilly; Miss Schmidt; members of the Departments of Medicine, Pathology, Pharmacology, Physiology, and Surgery.

Altered homeostasis resulting from the action of various body stressors such as infection, neoplasm, and shock. Intervening measures to return the body to a state of balance, including intrinsic compensatory mechanisms and extrinsic methods of intervention such as nursing, pharmacology, and nutrition. Principles of microbiology, epidemiology, and biochemistry. Lectures, demonstrations, and seminars.

BEHAVIORAL SCIENCES**Nursing 46. Psychosocial aspects of patient care. 2 pts**

Professor Poslusny; Mrs. Pearson; members of the Medical-Surgical Nursing Division and the Department of Psychiatry.

An introduction to behavioral responses of patients in the hospital setting. Meaning of health and illness as psychological and sociological as well as pathophysiological processes, and the resultant adjustment in a new role. Patient interviews and students' clinical observations and practice provide material for discussion in multidisciplinary seminars.

Nursing 54. Psychological development in health and disease. 2 pts

Professor Poslusny; Mrs. Pearson; members of the Medical-Surgical Nursing Division and the Department of Psychiatry.

Dynamics of adult adaptation during stress of illness and the influence of childhood personality development. Common responses of patients to medical-surgical conditions are illustrated through selected patient interviews by students and faculty, and appropriate nursing action is decided on in multidisciplinary seminars.

Nursing 66. Family behavior in crisis. 2 pts

Professor Poslusny; members of the Maternity and Pediatric Nursing Divisions and the Department of Psychiatry.

Concepts of the family and the crisis theory provide a frame of reference with which to approach the nursing care of mothers and children. Identification of potential therapeutic intervention. Exploration of cultural, psychological, and socio-economic factors which influence the actions and reactions of patients and families. Multidisciplinary seminars.

Nursing 74. Psychosocial aspects of acute and long-term illness. 2 pts

Professor Poslusny; Mrs. Pearson; members of the Medical-Surgical Nursing Division and the Department of Psychiatry.

Dynamics of adjustment to acute and long-term illness. Phases and dimensions of continuity of care as seen from a behavioral and social science frame of reference. Explorations of patient and family situations for purpose of planning nursing actions. Students' nursing experiences provide clinical material for multidisciplinary seminars.

Nursing 81. Psychosocial development in health and disease. 2 pts

Professor Poslusny; Mrs. Pearson; members of the Medical-Surgical Nursing Division and the Department of Psychiatry.

Adult adjustment processes during stress of acute and long-term illness—the influence of childhood personality development. Exploration of patient and family situations for the purpose of planning nursing actions. Patient interviews and clinical and field practice provide material for multidisciplinary seminar discussions.

Nursing 86. Nursing for community mental health. 2 pts

Professor Poslusny; members of the Psychiatric and Public Health Nursing Divisions and the Department of Psychiatry.

Concepts of nursing, psychiatry, public health, and social sciences relevant to the role of the nurse in the field of community mental health services and community psychiatry. The nature of the problems that continuity of psychiatric care entails. Synthesis of disciplines related to prevention of emotional disorders and promotion of optimal mental health. Multidisciplinary seminars.

NURSING**Nursing 42. Essentials of nursing care. 4 pts**

Professors Cleary, Naughton, and Windrow; Misses Collett, Kun, Pelle, Schmidt, and Stokes; Mrs. Germain.

An introduction to the observational, communication, and technical skills basic to nursing care, through emphasis on underlying principles. Practice in these skills through selected clinical experiences. Concurrent supervised practice in the care of patients. Post-experience conferences relate the student's developing knowledge and principles to practice. Lectures, demonstrations, seminars, and clinical practice.

Nursing 43. Medical-surgical nursing.

6 pts

Professors Cleary, Naughton, and Windrow; Misses Mueller and Schmidt; Mrs. Noble; members of the Departments of Anesthesiology, Medicine, Obstetrics and Gynecology, Surgery, and Urology.

An introduction to the observational, communication, and technical skills basic to the practice of nursing. Students learn to plan and care for the medical-surgical patient through lectures, demonstrations, seminars, and clinical practice. An analysis of the nursing care needed by the individual patient; supervised practice of patient care is provided in the general medical-surgical settings.

Nursing 44. Dynamics of teaching and learning.

2 pts

Professor Reilly.

The processes and theory of teaching and learning, with emphasis on motivation, readiness, and methodology. Development of the concept of teaching as a form of communication in the nurse-patient relationship. Lectures and discussions.

Nursing 52. Medical-surgical nursing.

8 pts

Professors Cleary, Naughton, and Windrow; Misses Collett, Kun, Mueller, Pelle, Schmidt, Stokes, and Traver; Mmes. Germain and Noble; members of the Departments of Anesthesiology, Medicine, Obstetrics and Gynecology, Surgery, and Urology.

Major emphasis is on the student's ability to plan and administer nursing care to patients with selected medical-surgical problems during the hospital phase of illness. Knowledge and skill in meeting the individuals' and families' needs in health maintenance and during various phases of illness are integrated throughout.

Planned in conjunction with *Pathophysiology 50* to develop an understanding of medical, surgical, and nursing interventions selected on the basis of normal and abnormal body functions to restore homeostasis.

Nursing 55. History and philosophy of nursing.

2 pts

Professor Reilly.

The student develops a comprehensive understanding of nursing as a profession by studying developments and trends in the field which have contributed to current nursing concepts and practice. Through wide reading, the student sees how all learning contributes to the care of the patient.

Nursing 62. Maternity nursing.

5 pts

Professor Derby; Mmes. Clarke and Kothe; members of the Department of Obstetrics and Gynecology.

Emphasis is on total nursing care throughout the maternity cycle and the meaning of pregnancy to the individual family. The educational, emotional, physical, and social needs of pregnant mothers and their families are explored. Through conferences and supervised practice students learn how best to meet these needs. Combined classes with pediatric nursing are offered in subjects pertinent to both specialties.

Nursing 68. Pediatric nursing.

5 pts

Professor Peto; Misses Sheets and Waldkoetter; members of the Department of Pediatrics.

Emphasis is on the growth and developmental patterns of children. The needs of healthy children, and how these needs change in various phases of illness. Identification and use of the nursing skills needed for effective care of the sick child, both as an in-patient and outpatient, and of his family. Through conferences and supervised practice, the student employs the problem-solving approach to recognize and meet the needs of the child and the nurse in each new situation. Combined classes with maternity nursing are offered in subjects pertinent to both specialties.

Nursing 72. Psychiatric nursing.**5 pts**

Professors Clawson, Poslusny, and Wray; Misses Ehmann and Goldstein; members of the Department of Psychiatry.

Planning, providing, and evaluating psychiatric nursing intervention, with consideration of the pathophysiological, psychopathological, psychodynamics, and sociocultural factors in the major psychiatric disorders. Concepts of personality development as influenced by family, life experiences, and community relationships. Multidisciplinary approaches to patients and families, with emphasis on the dynamics of human behavior, interpersonal relationships, and group interactions. Lectures, seminars, and supervised clinical practice.

Nursing 76. Nursing in the acute phase of illness.**5 pts**

Professors Baker, M. Britten, Cleary, Naughton, and Windrow; Misses Barone, Maines, Schmidt, and Traver; members of the Departments of Anesthesiology, Medicine, and Surgery.

Concepts of intensive and emergency care. The focus is on nursing needs of patients in acute biological crisis, with emphasis on the immediate needs of patients and families, identification of priorities, and utilization of intensive care equipment. Lectures, seminars, and clinical practice.

Nursing 82. Nursing in long-term illness.**5 pts**

Professors Cleary, Haber, Hoynak, Maliepaard, Verdisco, and Windrow; Misses Da More, Hagner, and Howell; Mrs. Dahlen; members of the Departments of Neurology, Ophthalmology, Orthopedic Surgery, Otolaryngology, and Physical Medicine and Rehabilitation.

Intensive study of the care of individuals and families confronted with long-term illness. Appraisals of current and projected problems and practices involving (1) the interrelationship of the home, the community, and health agencies, (2) interprofessional relations, and (3) the identification of the nurse's professional role. Lectures, seminars, observation, and clinical practice.

Nursing 88. Public health nursing.**5 pts**

Professors Hamon and Kennedy; Misses Healy, Lehman, and Metzger; Mrs. Badger; members of the School of Public Health and Administrative Medicine, and lecturers from community health and social agencies.

Nursing in community health services and agencies, with consideration of the nursing role in inter-agency and interdisciplinary functioning. Nursing care based on analysis of recognized and unrecognized needs of individuals and families. Psycho-socio-cultural factors affecting health needs and the provision of health care. Health and social services: their organization, development, programs, and practices in relation to the current and projected health and social welfare needs of individuals and groups. Lectures, seminars, and clinical practice in community health services.

Nursing 94. Advanced nursing. 5 pts. Not given in 1966–1967; to be given in 1967–1968.

Nursing care of patients with the serious illnesses most prevalent in contemporary American society. Particular attention is given to cardiovascular illness, cancer, and metabolic disorders, and to research and study in progress. Lectures and seminars parallel supervised clinical practice in the metabolic service, the chest surgery service, and the general medical and surgical service.

Nursing 96. Leadership in nursing practice. 5 pts. Not given in 1966–1967; to be given in 1967–1968.

Principles of organizational behavior and concepts of leadership, creativity, decision-making, and change as they pertain to nursing functions in the clinical setting. The process of professionalism, the professional subculture, and interprofessional relationships as they relate to the role of the nurse and are influenced by scientific study. Nursing care of a group of patients is planned, administered, and evaluated. Lectures, seminars, and clinical practice through the 24-hour period.

Nursing 98. History and philosophy of nursing. 2 pts. Not given in 1966–1967; to be given in 1967–1968.

Seminars on current practices and stated goals in nursing. Within a historical context, recognition is given to the many influences on nursing and on present and proposed nursing approaches for meeting the challenges of health care now and in the future.

Nursing 99. Independent study. 2 pts. Not given in 1966–1967; to be given in 1967–1968.

To be arranged according to the interest and need of each student.

► SUMMARY OF THE PROGRAM, 1966-1968

FOR STUDENTS IN GROUP B, ADMITTED SEPTEMBER 1966

JUNIOR YEAR

<i>Autumn Term</i>	<i>Points</i>	<i>Summer Period</i>	<i>Points</i>
Orientation	0	Nursing 62. Maternity nursing	5
Anatomy and Physiology 40	4	Nursing 66. Family behavior in crisis	2
Epidemiology 48. Principles of epidemiology	2	Nursing 68. Pediatric nursing	5
Nursing 42. Essentials of nursing care	4	<i>or</i>	
Nursing 44. Dynamics of teaching and learning	2	Nursing 72. Psychiatric nursing	5
Nursing 46. Psychosocial aspects of patient care	2	Nursing 74. Psychosocial aspects of acute and long-term illness	2
<i>Spring Term</i>	<i>Points</i>	Nursing 76. Nursing in the acute phase of illness	5
Nursing 52. Medical-surgical nursing	8		
Nursing 54. Psychological development in health and disease	2		
Pathophysiology 50	4		

SENIOR YEAR

<i>Autumn Term</i>	<i>Points</i>		
Nursing 62. Maternity nursing	5	Nursing 76. Nursing in the acute phase of illness	5
Nursing 66. Family behavior in crisis	2	Nursing 86. Nursing for community mental health	2
Nursing 68. Pediatric nursing	5	<i>or</i>	
<i>or</i>		Nursing 82. Nursing in long-term illness	5
Nursing 74. Psychosocial aspects of acute and long-term illness	2	Nursing 86. Nursing for community mental health	2
Nursing 82. Nursing in long-term illness	5	Nursing 88. Public health nursing	5
Nursing 88. Public Health nursing	5	<i>Summer Period</i>	<i>Points</i>
<i>Spring Term</i>	<i>Points</i>	Nursing 94. Advanced nursing	5
Nursing 72. Psychiatric nursing	5	Nursing 96. Leadership in nursing practice	5
		Nursing 98. History and philosophy of nursing	2

FOR STUDENTS IN GROUP A, ADMITTED SEPTEMBER 1966

JUNIOR YEAR

<i>Autumn Term</i>	<i>Points</i>		
Orientation	0	Nursing 62. Maternity nursing	5
Anatomy and Physiology 40	4	Nursing 66. Family behavior in crisis	2
Nursing 43. Medical-surgical nursing	6	Nursing 68. Pediatric nursing	5
Nursing 46. Psychosocial aspects of patient care	2		
Nursing 55. History and philosophy of nursing	2	<i>Summer Period</i>	<i>Points</i>
Pathophysiology 41	4	Nursing 81. Psychosocial development in health and disease	2
		Nursing 82. Nursing in long-term illness	5
<i>Spring Term</i>	<i>Points</i>	Nursing 88. Public health nursing	5
Nursing 44. Dynamics of teaching and learning	2		
Epidemiology 48. Principles of epidemiology	2		

SENIOR YEAR

<i>Autumn Term</i>	<i>Points</i>	<i>Spring Term</i>	<i>Points</i>
Nursing 72. Psychiatric nursing	5	Nursing 94. Advanced nursing	5
Nursing 76. Nursing in the acute phase of illness	5	Nursing 96. Leadership in nursing practice	5
Nursing 86. Nursing for community mental health	2	Nursing 99. Independent study	2

For Students Admitted in 1964 and 1965

► PROGRAM FOR STUDENTS IN GROUP B

SECOND YEAR

Nursing 56. Special aspects of surgical nursing. 4 pts
Professor Windrow; Misses Allen, Barone, McCormick, and Maines; members of the Departments of Anesthesiology, Obstetrics and Gynecology, Psychiatry, Surgery, and Urology.
The student integrates the knowledge and skill necessary to give comprehensive care to the surgical patient during the preoperative, the operative, and the immediate postoperative periods, during convalescence, and during preparation for post-hospital care. The special needs of patients at various age levels, first-aid measures in surgical emergencies, and trends in providing nursing care are emphasized. Supervised practice is provided in the operating room and recovery room, and on the gynecological, urological, and general surgical services.

Nursing 58. Patient care during the 24-hour period.**4 pts**

Professor Windrow; Misses Manning, Miller, Pearson, Traver, and Schmidt; members of the Departments of Medicine, Psychiatry, and Surgery.

The various needs of patients during the twenty-four hour period are identified and related to the planning and administration of all phases of their nursing care. Skill in observation and judgment in the clinical situation is a major goal. Emphasis is placed on establishing priorities of nursing care for groups of patients as well as for the individual patient. Supervised practice of patient care during the day, evening, and night period is provided in the general medical-surgical setting.

Nursing 60. Maternity nursing.**4 pts**

Professor Derby; Mmes. Clarke and Kothe; members of the Departments of Anesthesiology, Obstetrics and Gynecology, Pediatrics, and Psychiatry.

Emphasis is on total nursing care throughout the maternity cycle and on the effect of pregnancy on the family situation both during the cycle and afterwards. The student explores the educational, emotional, physical, and social needs of individual mothers and their families and learns how best to meet them.

Nursing 61. Pediatric nursing.**4 pts**

Professor Peto; Misses Johnson, Kent, Schmidt, Sheets, and Waldkoetter; members of the Departments of Pediatrics and Psychiatry.

Growth and development patterns of children; recognition and appreciation of the needs of the sick child; the effect of illness on the child and his family. Skill in meeting the child's needs in health maintenance and during various phases of illness is developed. Through conferences and supervised practice, the student uses the problem-solving approach to meet the needs of the child in each new situation.

THIRD YEAR**Nursing 65. Psychiatric nursing.****4 pts**

Professors Clawson, Poslusny, and Wray; Misses Ehmann and Goldstein; members of the Department of Psychiatry and the New York State Psychiatric Institute.

Emphasis is on the total care (based on diagnosis, etiology, psychopathology, psychodynamics, treatment, prognosis, and rehabilitation) of psychiatric patients. The student participates in the multi-disciplinary planning for their care. Supervised practice in a variety of settings, planned activities with visitors, and field trips increase understanding of family interactions and of community health problems, resources, and programs. Lectures, seminars, and patient presentations, as well as demonstrations on closed-circuit television, are given concurrently with the supervised practice. All work in the course is directed toward fostering the student's continuing professional, personal, and social growth.

Outpatient Nursing 70.**2 pts**

Professor Hamon; Misses Healy and Lehman.

The needs of the ambulatory patient and the facilities for providing continuity of care. Through experience with outpatients, the student increases her skill in teaching health concepts to individuals and groups of patients and in providing nursing care to the emergency patient and his family. Lectures, seminars, group discussions, and supervised practice.

Public Health Nursing 75.**5 pts**

Professors Kennedy and Knight; Misses Lehman and Metzger; Mrs. Badger; lecturers from the School of Public Health and Administrative Medicine and from community health and social agencies.

In the broad field of public health and public health nursing, the student learns how the concepts of disease prevention, health maintenance, and rehabilitation are utilized in practice. She also studies public health history and the development of public health programs and organizations. In supervised field experiences, she plans for the care of the patient, and cooperates with persons from other disciplines who are concerned with the patient's welfare and that of his family.

Nursing 85. Selected long-term illnesses. 4 pts

Professors Haber, Hoynak, Maliepaard, and Verdisco; Misses Hagner and Howell; Mrs. Dahlen; members of the Departments of Neurology, Ophthalmology, Orthopedic Surgery, Otolaryngology, Physical Medicine and Rehabilitation, and Psychiatry.

The care of patients with illnesses which are often disrupting and emotionally and physically traumatic to both the patient and his family. Through contacts with patients in the hospital and in the out-patient setting, the student learns the measures for prevention, restoration, and continuity of care. Lectures, visual-aid presentations, demonstrations, seminars, case presentations, discussions, and supervised practice.

Nursing 90. Leadership in nursing. 3 pts

Professors Baker, M. Britten, and Windrow.

Problems of role and function in an organizational complex, and concepts related to individual professional development. Emphasis is on (1) organizational theory as it relates to nursing functions in the clinical setting, (2) the professional subculture and interprofessional relationships, and (3) the effect of scientific study in nursing on professional role and function. Lectures and seminars are concurrent with supervised practice.

Nursing 91. Continuity of patient care. 2 pts

Professors Baker and M. Britten; members of the Department of Psychiatry.

Required of students who take *Nursing 90* during the summer period.

Planning for and meeting the immediate and long-term needs of patients whose problems necessitate a comprehensive approach. Concurrently with field practice in public health, students follow particular patients within the hospital setting analogous to their public health experience. With other members of the health team and with the family and the patient, the student makes plans to meet the patient's needs. Concurrent seminars provide the benefits of group discussion.

Nursing 92. Advanced medical-surgical nursing. 2 pts

Professors Baker, M. Britten, and Windrow; members of the Departments of Medicine and Surgery.

Required of students who take *Nursing 90* during the autumn and spring terms.

Nursing care of patients with illnesses which illustrate major health problems in contemporary American society. Particular attention is paid to cardiovascular illness, cancer, and metabolic disorders, and to research and study in progress. Lectures and seminars parallel supervised clinical practice on the medical metabolic service, the chest surgery service, and the general medical and surgical service.

► PROGRAM FOR STUDENTS IN GROUP A

Nursing 61, 65, and 75 are described in full under the Program for Group B.

SECOND YEAR**Nursing 61. Pediatric nursing. 5 pts**

Includes the principles of orthopedic nursing.

Nursing 65. Psychiatric nursing. 5 pts

Includes independent study in the field.

Nursing 75. Public health nursing. 5 pts**Nursing 78. Selected long-term illnesses. 3 pts**

Professors Haber, Hoynak, Maliepaard, Verdisco, and Windrow; Miss Howell; Mrs. Dahlen; members of the Departments of Neurology, Ophthalmology, Ortho-

pedic Surgery, Otolaryngology, Physical Medicine and Rehabilitation, and Psychiatry.

Corequisite: *Public Health Nursing 75*. Students care for patients with certain long-term illnesses which are often disrupting and physically and emotionally traumatic to the patient and his family. Clinical practice in the hospital and outpatient department help the student to work with the family in determining immediate and long-term goals for the patient's care. Lectures, seminars, patient presentations, and supervised practice.

Nursing 90A. Leadership in nursing practice.

5 pts

Professors Baker, M. Britten, Hamon, Pettit, and Windrow; Misses Manning, Miller, and Traver; members of the Department of Psychiatry.

The student views the scope of professional responsibility, and utilizes basic knowledge in designing and implementing professional nursing care for a group of patients over the twenty-four-hour period. She also studies organizational theory as it relates to professional roles and relationships in the hospital setting, the function of the hospital organization as it is relevant to the nurses' scope of responsibility, and the effect of scientific study on professional role and function. Seminars and lectures are concurrent with supervised practice.

► SUMMARY OF THE PROGRAM, 1966–1967

FOR STUDENTS IN GROUP B, ADMITTED IN 1964 AND 1965

	AUTUMN TERM	SPRING TERM
SECOND YEAR	Nursing 56	Nursing 60
	Nursing 58	Nursing 61
THIRD YEAR	Nursing 65	Nursing 85
	Nursing 70	Nursing 90
	Nursing 75	Nursing 91 or 92

Each course in the second year, and each course or combination of courses in the third year, meets for one twelve-week quarter. Supervised clinical practice is 28 hours a week.

FOR STUDENTS IN GROUP A, ADMITTED IN 1965

	AUTUMN TERM	SPRING TERM	SUMMER PERIOD
SECOND YEAR	Nursing 61	Nursing 75	Nursing 90A
	Nursing 65	Nursing 78	

Each course or combination of courses in the second year meets for one twelve-week period. Supervised clinical practice is 28 hours a week.



ANNA C. MAXWELL HALL, DEPARTMENT OF NURSING RESIDENCE

Registration and Expenses

► REGISTRATION

Each student must register in the Office of the Registrar of the Faculty of Medicine, Room 2-405, College of Physicians and Surgeons, 630 West 168th Street, before she may attend classes. Registration consists of filling out forms and paying the fees.

All students will be asked to give social security numbers when registering in the University. Those who do not now have a number should obtain one from their local social security office well in advance of registration.

For the academic year 1966–1967, juniors in Groups A and B register on September 16, 1966, and second-year students, Group A, register on September 12, 1966. Second- and third-year students, Group B, will have registered in May 1966.

► REGULATIONS

Each person whose registration has been completed will be considered a student of the University during the term for which she is registered unless her connection with the University is officially severed by withdrawal or otherwise. No student registered in any school or college of the University shall at the same time be registered in any other school or college, either of Columbia University or of any other institution, without the specific authorization of the dean or director of the school or college of the University in which she is first registered.

The privileges of the University are not available to any student until she has completed her registration. Since, under the University statutes, payment of fees is part of registration, no student's registration is complete until her fees have been paid. No student is permitted to attend any University course for which she is not officially registered unless she has been granted auditing privileges. No student may register after the stated period unless she obtains the written consent of the Associate Dean.

ATTENDANCE AND LENGTH OF RESIDENCE

No degree or certificate will be granted to a student who has not registered for and attended at the University courses of instruction equivalent to at least one academic year of full-time work.

Students are held accountable for absences incurred owing to late enrollment and are expected to attend punctually each class or clinical practice session in each course. For credit toward the degree, regular attendance is required in addition to the proficiency attested by clinical performance, classwork, and examination.

For students in Group B, unexcused absence from class may not exceed one hour per course credit, up to three hours. Students in Group A are subject to no fixed absence limitations; however, they are responsible for seeing that their work and that of the class does not suffer because of their absence.

Students whose religious duties conflict at any time with academic requirements should apply to the Associate Dean for an equitable solution.

A student in good standing may, for special reasons, be granted a leave of absence by the Associate Dean. The length of the absence depends upon the particular courses the student is taking at the time of the leave and when these courses will be offered again, since all courses are not offered every term.

GRADES

The grading system is as follows: A+ or A, excellent; A- or B+, good; B or B-, average; C+ or C, fair; C-, poor but passing; F, failure. Failure to obtain a passing grade will be sufficient reason for asking a student to repeat the course or to resign. A student who fails to receive a satisfactory grade in any course will be notified and will be required, upon the professor's approval, to take a special examination for which there is a fee of \$10.

The mark of ABS (authorized absence from an examination) is given by the instructor only with the approval of the Office of the Associate Dean. An application fee of \$10 is charged for each special examination to remove the mark of ABS.

The mark of INC (incomplete) is given at the sole discretion of the Office of the Associate Dean and only under special circumstances. The student must remove the INC by completing a special work assignment by a specified date.

MARRIAGE

A student contemplating marriage during her basic baccalaureate program in nursing should consider seriously whether or not she is able to meet the demands of both responsibilities. Before any definite plans are made, she should discuss the matter with the Office of the Associate Dean.

Permission to continue in the nursing program after marriage is granted on an individual basis, and the student's level of accomplishment, her health, and her contribution to the over-all program of the Department are taken into consideration. Married students in the last year of their program may request permission to live outside the residence. Permission is granted on an individual basis and is dependent upon the student's meeting certain specific qualifications which are stated in the Department's policies on marriage.

ACADEMIC DISCIPLINE

The continuance of each student upon the rolls of the University, the receipt by her of academic credits, her graduation, and the conferring of any degree or the granting of any certificate are strictly subject to the disciplinary powers of the University, which is free to cancel her registration at any time on any grounds which it deems proper. The disciplinary authority of the University is vested in the President

and, subject to his reserved powers, in the dean of each faculty and the director of the work of each administrative board.

HONOR CODE

Academic and intellectual integrity are accepted principles in the nursing profession. An Honor Code, created and administered by the student body, is the formal acknowledgment of this understanding in the Department. Each student is expected to abide by it.

► FEES

The following fees, prescribed by statute, are subject to change at the discretion of the Trustees:

FOR STUDENTS ADMITTED IN SEPTEMBER 1966

COMPREHENSIVE FEE

For all B.S. candidates, per term (autumn, spring, and summer)	\$50.00
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TUITION

<i>Group A:</i>	
Junior year	\$1,440.00
Senior year	960.00
<i>Group B:</i>	
Junior and senior years, per year	\$1,200.00

FOR STUDENTS ADMITTED IN 1964 AND 1965

COMPREHENSIVE FEE

For all B.S. candidates, per year	\$100.00
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TUITION

<i>Group A:</i>	
Second year	\$1,025.00
<i>Group B:</i>	
Second and third years, per year	750.00

APPLICATION FEES AND LATE FEES (ALL STUDENTS)

Application for admission	\$15.00
Application for each special examination	10.00
Renewal of application for a degree (see page 40)	1.00
Late registration	6.00
Late application, or late renewal of application, for a degree	5.00

PAYMENT OF FEES

Fees are to be paid in the form of a check or money order made payable to Columbia University.

Juniors in Groups A and B and second-year students in Group A must pay tuition and the comprehensive fee in September as part of registration. Students in Group B registering for their second and third years must pay the comprehensive fee as part of their registration in May and must pay the tuition by the date on which classes begin in September.

Arrangements may be made through the Bursar's Office to pay tuition in installments.

If fees are paid after the due date, they will not be reduced and a late fee of \$6 will be imposed.

WITHDRAWAL AND ADJUSTMENT OF FEES

A student in good academic standing who is not subject to discipline will always be given an honorable discharge if she wishes to withdraw from the University. If she is under twenty-one years of age, her parent or guardian must first give consent in writing to the Associate Dean.

The comprehensive fee, application fees, special fees, and late fees are not refundable. If a student withdraws from the Department, a partial return of the tuition may be authorized by the Registrar. When a rebate is allowed, it will be reckoned from the day upon which the Registrar receives written notice from the student.

APPLICATION OR RENEWAL OF APPLICATION FOR A DEGREE

A candidate for a degree must file application by the date specified in the Academic Calendar. If the degree is not earned by the next regular time for the issuance of diplomas subsequent to the date of filing, the application may be renewed for a fee of \$1 each time that the candidate chooses to come up for consideration. Degrees are awarded three times a year—in February, June, and October.

► ESTIMATED EXPENSES

In addition to the tuition and fees given above, the approximate cost for the course is as follows:

Room and board in Maxwell Hall, for students admitted in September 1966, per year	\$1,000.00
Room and board in Maxwell Hall, for students admitted in 1964 and 1965, per year	600.00
Student health and hospital fee, per year	85.00
Uniforms	155.00
Expenses, including rental of uniform, for course in public health nursing	25.00*

* A refund of \$10 is given if the uniform is returned in good condition. During this course, the student is responsible for purchasing her own lunch and for paying public transportation costs, which approximate \$35.

Books for entire program	200.00
Miscellaneous expenses on admission	20.00
Comprehensive examination fee, final year	10.00

The charges for room and board in Maxwell Hall and the student health and hospital fee are payable at registration. However, arrangements may be made through the Bursar's Office to pay room and board in installments.

► FINANCIAL AID

The Department of Nursing has a number of sources of financial aid available to students. The Department is willing to cooperate with as many qualified applicants and students as it possibly can in making financial arrangements satisfactory to both.

Assistance is offered through scholarships, workshops, and loans. Detailed information on financial aid, as well as application forms, may be obtained from the Office of the Associate Dean (Nursing).

All scholarships are awarded on the basis of financial need. Students apply to the Department for scholarships unless otherwise noted.

The Department participates in the College Scholarship Service of the College Entrance Examination Board. All students applying for financial aid must file a Parents Confidential Statement with the Service.

SCHOLARSHIPS AWARDED THROUGH THE DEPARTMENT OF NURSING

VIVIAN B. ALLEN SCHOLARSHIPS

Two or three tuition scholarships awarded annually.

SCHOLARSHIPS OF THE ALUMNAE ASSOCIATION OF COLUMBIA UNIVERSITY-PRESBYTERIAN HOSPITAL SCHOOL OF NURSING, INC.

Twenty partial tuition scholarships awarded annually.

ANNUAL BENEFIT SCHOLARSHIP FUND

The proceeds of a benefit sponsored by a committee of parents, faculty wives, and friends of the Department of Nursing. Last year the fund amounted to \$20,000 and was apportioned as tuition scholarships.

EDNA MC CONNELL CLARK FOUNDATION, INC.

Twenty scholarships awarded annually.

MARGARET E. CONRAD SCHOLARSHIPS

Two scholarships awarded annually.

JOHN A. HARTFORD FOUNDATION SCHOLARSHIPS

Fifty scholarships awarded annually.

ELEANOR LEE SCHOLARSHIP

One partial tuition scholarship awarded annually.

JANE MC ALLISTER SCHOLARSHIPS

Partial tuition scholarships for second-year students.

BARRET MONTFORT SCHOLARSHIP

One or two tuition scholarships awarded annually.

SAMUEL J. MORITZ SCHOLARSHIP

One scholarship awarded annually.

DEAN SAGE SCHOLARSHIP

One scholarship given in memory of Mr. Dean Sage, late president of the Presbyterian Hospital Board of Trustees; awarded annually.

MARY SENCINDIVER SPECHT SCHOLARSHIP

One partial tuition scholarship awarded annually.

FREDERICK STURGES, JR., SCHOLARSHIPS

Two scholarships awarded annually.

NEW YORK STATE REGENTS SCHOLARSHIPS

For basic professional education in nursing. Awarded on the basis of financial need for a maximum of three years. May be applied only to the period in the nursing program.

College scholarships. Awarded on the basis of financial need. May be applied to both college (in New York State only) and the nursing program.

For children of deceased or disabled veterans. May be applied to both college and the nursing program.

Additional information and application forms can be obtained by writing to the Department of Education, Regents Examination and Scholarship Center, Albany, N.Y. 12201.

NEW YORK STATE SCHOLAR INCENTIVE AWARDS

Any student who has been a legal resident of New York State for the preceding year is entitled to a Scholar Incentive Award for each term in which she is registered as a full-time degree candidate. The amount of this award is based upon the net taxable balance of his income and the income of those responsible for his support, as reported on the New York State income tax return for the previous calendar year.

Applications for awards should be filed three months in advance of the beginning of the term for which the grant is meant to apply. Additional information and applications can be obtained by writing to the Department of Education, Regents Examination and Scholarship Center, Albany, N.Y. 12201.

**PUBLIC HEALTH NURSING, NEW YORK STATE DEPARTMENT
OF HEALTH SCHOLARSHIP PROGRAMS**

For senior students in baccalaureate programs of nursing who are interested in pursuing a career in public health nursing. A tax-free stipend is paid directly to the

student during her senior year. The recipient must agree to work full time in an official public health unit in New York State (exclusive of New York City) for at least one year beginning within one month of graduation.

UNITED STATES PUBLIC HEALTH SERVICE, NATIONAL INSTITUTE OF MENTAL HEALTH

Training stipends are available for students who plan to enroll in a graduate program in psychiatric nursing.

ARMY AND NAVY NURSE CORPS PROGRAMS

Students may apply for appointments in the Army Student Nurse Program at the beginning of the junior year, and in the Navy Nurse Corps Candidate Program at the beginning of the senior year. The appointments carry a generous financial allowance. A student who receives support for twelve months or less serves on active duty in the appropriate service for twenty-four months. If two years' support has been given, the student serves thirty-six months.

LOANS

A student loan fund is maintained from which students may borrow reasonable amounts without interest. The Wray Loan Fund, for senior students, was established in 1958. Further information may be obtained from the Office of the Associate Dean (Nursing).

Under the Nurse Training Act of 1964, eligible students may borrow up to \$1,000 a year. Interest and repayment begin after the first year of employment. Repayment in full within the first year after graduation is interest free. The amount to be repaid may be reduced up to 50 percent at the rate of 10 percent a year for each consecutive year of employment in nursing.

Application for University loans and for loans under the Nurse Training Act of 1964 may be made through the Office of Financial Aid, 105 Low Memorial Library, on the Morningside Heights campus.

STATE LOANS

Legal residents of the State of New York who are degree candidates are eligible to apply for loans guaranteed by the New York Higher Education Assistance Corporation. No interest is charged while the student is in the School, but 3 percent interest is charged after graduation or withdrawal from a degree program. Repayment begins after graduation or withdrawal and may be spread over a six-year period.

Other states, notably Massachusetts and New Jersey, have loan plans of a similar kind. Students should inquire at local savings banks.

STUDENT EMPLOYMENT

Employment with the Department and in the Presbyterian Hospital is available for students evidencing particular need for financial assistance. Certain opportunities, including baby-sitting, are available to other students.

► LIVING ARRANGEMENTS

Anna C. Maxwell Hall, 179 Fort Washington Avenue, the residence of the Department of Nursing, overlooks the Hudson River, and connects by underground passage with the other buildings of the Medical Center. Reception rooms, dining room, snack bar, library, and recreational facilities including a swimming pool are located in this building. Each student has a single room with running water.

Students in Group A may live outside the residence during their senior year, but they must be within a half-hour's travel time, by public transportation, of the Medical Center. Permission for other students to live outside the residence is granted on an individual basis only. All students who contemplate moving from the residence must give notice at least one month before the beginning of the next term.

► STUDENT HEALTH SERVICE

Emphasis is placed on the importance of healthful living and the particular significance of this to the nurse as a person and as a health teacher. Through individual and group conferences, as well as student committees of the Student Government Association, health practices and student activities are carefully considered. Every effort is made to maintain a positive approach to the individual's responsibility for her own well-being, both emotional and physical.

The health of the student is closely supervised. Physical examinations are made at regularly scheduled periods and at other times, when necessary, by the Department physician; laboratory investigations are made when indicated. Chest x-ray or tuberculin tests, or both, are done semiannually.

Students are required to have complete immunization against typhoid, tetanus, diphtheria, smallpox, poliomyelitis, and measles before entering the Department. Periodic booster immunizations are given.

Students are under the care of the Department physician or surgeon during their registration. Within reasonable limits, the Department assumes the cost of medical care of illness originating during the student period. All students are covered by Blue Cross and Blue Shield. The expenses of dental care, eye refraction, and continuing psychiatric care must be borne by the student.

► STUDENT ACTIVITIES

In accordance with the plan for all schools under the University, the students are organized under a Student Government Association. Through this organization the students have representation on the University Student Council, and are eligible for participation in the many activities at the Medical Center and on the Morningside campus.

The Honor System, which pertains to academic and other aspects of student life, is one of the major responsibilities of the Student Association. All students accept responsibility for maintaining a strong sense of individual and group honor.

The Activities Council of the Student Government Association provides a program of cocurricular activities to help meet the major interests of the student group.

A joint committee, with representatives of the P&S Club of the College of Physicians and Surgeons, provides for coordination of the program of the two groups and allows for many cooperative undertakings. The Activities Council club membership includes the Athletics Club, the Bridge Club, the Cliff Dwellers, the Cosmopolitan Club, The White Caps, and several committees. The Council's activities are listed in full in the *Nursing Students' Handbook*.

The cocurricular program is under the guidance of the recreational director. Tennis courts on the hospital grounds, swimming pool, gymnasium, and commons room in Maxwell Hall offer opportunity for recreation.

The *Nursing Students' Handbook*, revised yearly by the Student Government Association, contains a detailed account of the various student activities as well as the constitution and by-laws of the association. *Vital Signs*, written and edited by students, is the student newspaper.

It is anticipated that the students will assume a contributing role in the school community.

► NATIONAL HONORARY NURSING FRATERNITY

In 1964 the Alpha Zeta Chapter of Sigma Theta Tau, the National Honorary Nursing Fraternity, was established in the Department of Nursing. Membership is by invitation and the selection of students is based on a high standard of performance in the program and on evidence of leadership potential.

► GRADUATION

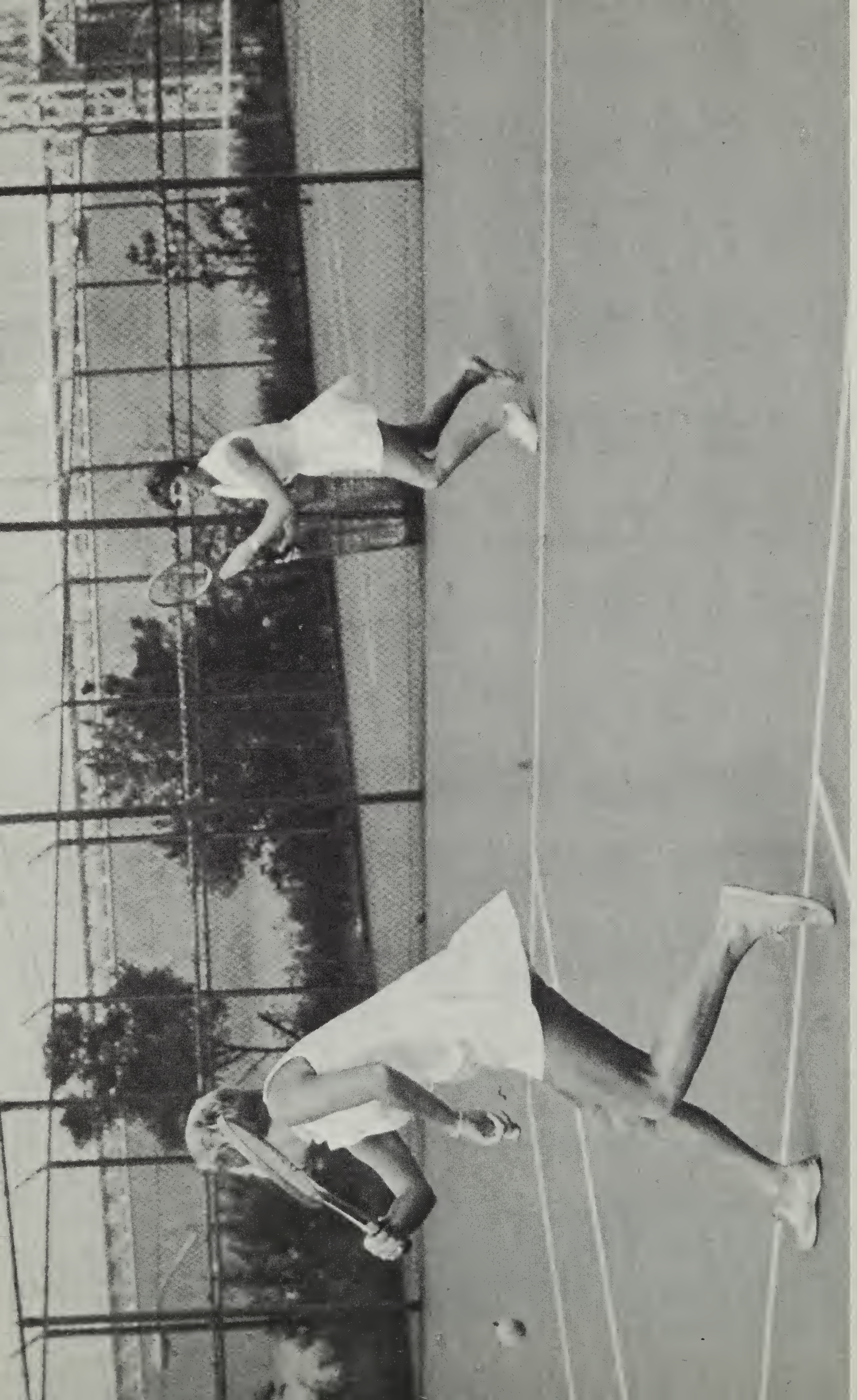
At the Commencement exercises of the University the degree of Bachelor of Science will be conferred upon students who have completed the prescribed course in the Department of Nursing and who are recommended by the Faculty of Medicine. Degrees are awarded in February, June, and October. Diplomas are presented individually at special exercises held by the Department of Nursing. The school pin is given to each graduate at these exercises.

Every student completing the course will receive a certificate in nursing from the Presbyterian Hospital, upon recommendation of the Faculty of Medicine.

The diploma admits the graduate to membership in the Alumnae Association of the Columbia University–Presbyterian Hospital School of Nursing. Her state license to practice nursing (R.N.) entitles her to membership in the American Nurses Association, the National League for Nursing, and other professional organizations.

► QUALIFICATION FOR REGISTERED NURSE (R.N.)

In most states it is necessary for a nurse to be licensed in order to practice nursing. Graduates of the Department of Nursing are eligible for licensure in all states. Licensure is obtained through satisfactory performance on the licensing examination prescribed by the state. The nurse then registers her license and is known as a Registered Nurse (R.N.). Licensure in one state entitles a qualified holder to licensure by endorsement in other states.



TENNIS ON THE MEDICAL CENTER COURTS

Distribution of Students

In 1965–1966 a total of 149 colleges and universities were represented in the student body.

Albion	1	Earlham	1	Le Moyne (N.Y.)	1
Albright	1	Eastern Nazarene	1	Long Island	2
Allegheny	1	Elizabethtown	1	Loretto Heights	2
Anna Maria	1	Elmira	17		
Arizona State	1	Emmanuel	2	Maine	1
Auburn	1	Emory	2	Manhattanville	1
Augsburg	1	Endicott Junior	2	Marietta	1
Averett	1			Mary Baldwin	1
		Fairleigh Dickinson	3	Maryland	1
Bates	5	Fordham	1	Marymount (Calif.)	1
Bethany (W. Va.)	1			Marymount (N.Y.)	2
Boston	1	George Washington	1	Marymount (Va.)	2
Bradford Junior	3	Gettysburg	1	Maryville (Tenn.)	1
Brooklyn	1	Goucher	1	Meredith	1
		Green Mountain	19	Messiah	1
Calvin	1	Greenbrier	2	Miami (Fla.)	2
Carleton	1	Grove City	2	Michigan	5
Catawba	1			Middlebury	1
Cazenovia	1	Harpur	1	Midland Lutheran	1
Cedar Crest	2	Hartford	1	Minnesota	1
Centenary College		Hartwick	3	Moravian	2
for Women	13	Hofstra	5	Mount Holyoke	11
Chestnut Hill	1	Hollins	1	Mount St. Agnes	1
Chicago	1	Hope	5	Mount St. Vincent	2
City College (N.Y.)	1	Hood	2	Muhlenberg	2
Coker	1	Houghton	44	Muskingum	2
Colby	1	Hunter	1		
Colby Junior	2	Huntingdon	1	New York University	1
Colorado Women's	1			North Carolina	1
Columbia Bible		Idaho	2	Northwestern (Ill.)	2
Institute	1	Immaculata	1	Northwestern (Iowa)	1
Concordia Junior	1	Ithaca	1	Notre Dame (Md.)	2
Connecticut	2	Jackson (Mass.)	4	Nyack Missionary	1
Cornell	1				
		Keuka	1	Oberlin	1
Denison	1	King's (N.Y.)	19	Ohio State	1
Denver	1			Ohio Wesleyan	2
Douglass	4	Lake Erie	1	Oregon State	1
Drew	3	Lasell Junior	1	Otterbein	1

Packer Collegiate		Santa Monica City	1	Vassar	1
Institute	1	Shelton	2	Virginia Intermont	4
Pennsylvania State	3	Skidmore	1		
Pine Manor Junior	1	Smith	1	Wagner	1
		Southern Seminary	1	Wake Forest	1
Queens (N.Y.)	2	State University of		Washington College	
		New York		(Md.)	1
Randolph-Macon		(Potsdam)	1	Wellesley	5
Women's	2	Suffolk Community	1	Wells	4
Rhode Island	2	Sweet Briar	2	Western (Md.)	1
Ripon	1	Syracuse	1	Westhampton	1
Russell Sage	1			Westminster (Pa.)	5
		Taylor	1	Westminster (Utah)	1
St. Francis (Pa.)	1	Temple	2	Wheaton (Ill.)	12
St. John's (Md.)	1	Trinity (Vt.)	2	Whittier	1
St. John's (N.Y.)	2	Tusculum	1	Wilson	2
St. Joseph (Md.)	2			Wittenburg	1
St. Lawrence	1	Upsala	2	Wooster	3
Salem	1	Ursinus	1	Worcester Junior	1

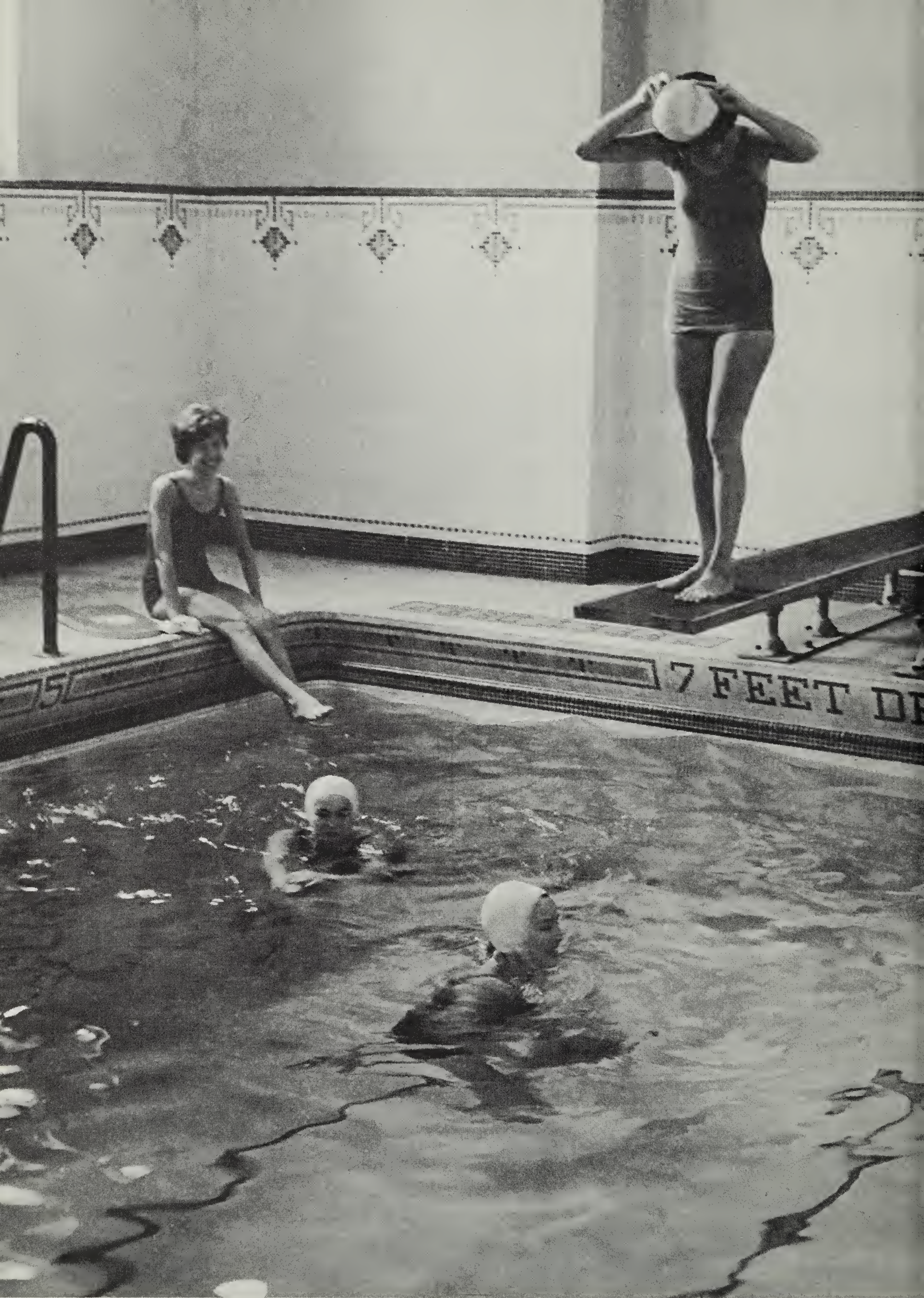
Academic Calendar, 1966-1967

All holidays and vacations for second- and third-year students are arranged in accordance with individual schedules.

1966

- May 10–11** Tuesday–Wednesday. Registration, including payment of fees, for second- and third-year students in Group B.
- 23** Monday. New school year begins for second- and third-year students in Group B.
- 23** Monday, through September 11, Sunday. Summer vacation period. Four weeks of vacation to be arranged.
- July 4** Monday. Independence Day. Holiday.
- Aug 1** Monday. Last day to apply or reapply for October degrees.*
- Sept 5** Monday. Labor Day. Holiday.
- 12** Monday. Orientation for all entering students. Second- and third-year students in Group B pay tuition. Registration, including payment of fees, for second-year students in Group A.
- 16** Friday. Registration, including payment of fees, for juniors in Groups A and B.
- 19** Monday. Autumn term begins for juniors in Groups A and B.
- Oct 26** Wednesday. Award of October degrees.
- Nov 8** Tuesday. Election Day. Holiday.
- 24** Thursday. Thanksgiving Day. Holiday.
- Dec 1** Thursday. Last day to apply or reapply for February degrees.*
- 19** Monday, through January 2, 1967, Monday. Christmas holiday period for second- and third-year students in Groups A and B. One week of vacation to be arranged.
- 24** Saturday, through January 2, 1967, Monday. Christmas holiday for juniors in Groups A and B.

* Students who apply after this date must pay a late fee.



STUDENTS ENJOY THE RESIDENCE HALL SWIMMING POOL

1967

- Jan 15** Sunday. Autumn term ends for juniors in Groups A and B.
- 23** Monday. Spring term begins for juniors in Groups A and B.
- Feb 22** Wednesday. Washington's Birthday. Holiday.
- 23** Thursday. Award of February degrees.
- Mar 1** Wednesday. Last day to apply or reapply for June degrees.*
- 20-26** Monday-Sunday. Spring holiday period for juniors in Groups A and B.
- 20** Monday, through April 2, Sunday. Spring holiday period for second- and third-year students in Groups A and B. One week of vacation to be arranged.
- May 14** Sunday. Spring term ends for juniors in Groups A and B.
- 21** Sunday. School year ends for second-year students in Group B.
- 22** Monday. Summer term begins for juniors in Groups A and B.
- 30** Tuesday. Memorial Day. Holiday.
- June 4** Sunday. Baccalaureate Service for the graduating class.
- 6** Tuesday. Conferral of degrees. Ceremony at Columbia University.
- 7** Wednesday. Presentation of diplomas, certificates, and pins. Ceremony in the Presbyterian Hospital Garden.
- July 4** Tuesday. Independence Day. Holiday.
- Aug 13** Sunday. Summer term ends for juniors in Groups A and B.

* Students who apply after this date must pay a late fee.

Master's Programs in Clinical Nursing

PROGRAMS OF STUDY

ADMISSION

MATERNITY NURSING

PSYCHIATRIC—COMMUNITY MENTAL HEALTH NURSING

REGISTRATION AND EXPENSES

ACADEMIC CALENDAR

Programs of Study

Two graduate programs leading to the Master of Science degree prepare qualified professional nurses to function as clinical nursing specialists in maternity nursing and in psychiatric-community mental health nursing.

These programs are offered by the Department of Nursing in cooperation with the University's School of Public Health and Administrative Medicine and other graduate schools and programs, including the Graduate Faculties, the obstetrical, gynecological, and psychiatric services of the Columbia-Presbyterian Medical Center, and other hospitals and health services in the community.

Both programs emphasize the attainment of intensive knowledge and competence in the chosen clinical field and the incorporation into practice of the concepts underlying the teaching, supervisory, and consultant roles inherent in functioning as the clinical specialist or teacher-practitioner.

The program in maternity nursing is eleven months long and prepares the nurse in nurse-midwifery as well as in clinical specialization in maternity nursing. The program in psychiatric-community mental health nursing takes two academic years, and focuses on education for expert clinical psychiatric nursing in the varied and diverse settings within the broad spectrum of multidisciplinary psychiatric and mental health care.

PHILOSOPHY

The philosophy of the Department of Nursing with regard to its programs leading to a master's degree is that knowledge and practice in a particular field can and should be extended and deepened on the graduate level to achieve an expert level of competence in a specific area of clinical nursing practice. At the same time, there must be recognition of the basic concepts of the teaching, supervisory, and consultant roles essential to effectual leadership. The Department believes that graduate education should be designed to enable the student to become a signal member of the health team within present and evolving patterns of health care.

All graduate programs must contribute to the preparation of a liberally educated professional nurse who comprehends human and social as well as technical factors, who possesses an analytical way of thinking which embodies discretion and judgment, and who is able to progress toward a role in nursing which is socially significant and personally satisfying.

Admission

Each candidate must be a graduate of an approved school of nursing, hold a bachelor's degree from a college or university acceptable to Columbia University, have satisfactorily completed public health nursing and psychiatric nursing courses of which clinical experience was an integral part, and be licensed to practice in one of the states of the United States.

Acceptance of a student for admission is based on individual evaluation of character, health, past experience, and potential for graduate study, as well as on the fulfillment of academic requirements. The student should have a definite intention to continue in professional work upon completion of the degree.

Applicants, including foreign students, who do not meet the foregoing qualifications are considered on an individual basis.

All candidates are required to make formal application in writing on forms supplied by the Department. Each candidate must present a record of good health, including a satisfactory report of a chest x-ray. The completed application must be accompanied by the application fee: a check or money order for \$15 payable to Columbia University. This fee helps to cover the cost of processing the application. It is therefore not refundable, nor is it credited toward tuition.

The completed application must be filed and the candidate accepted before registration. Students requiring financial assistance should indicate this on the application. Some scholarship assistance is available.

All applicants are required to take the Miller Analogies Test at one of the testing centers located throughout the United States. This test is designed to measure scholastic aptitude for graduate study. Instructions for testing will be sent as soon as records have been received which indicate that the applicant meets the academic requirements of the program. Applicants should complete arrangements for testing as soon as possible, since results must be received before applications can be reviewed by the admissions committee.

When all records are complete and satisfactory to the Department of Nursing, an appointment for a personal interview will be made.

Application forms and any further information about the program may be secured from the Department of Nursing, Faculty of Medicine, Columbia University, 622 West 168th Street, New York, N.Y. 10032.

Maternity Nursing

The graduate program in maternity nursing, which leads to the degree of Master of Science, is offered by the Department of Nursing in cooperation with the University's School of Public Health and Administrative Medicine, the Maternity Center Association, the Obstetrical and Gynecological Service of the Presbyterian Hospital, and the Obstetrical and Gynecological Service of the Harlem Hospital Center.

The Maternity Center Association is a voluntary organization which is continually working toward the improvement of maternity care. Through its many and varied educational and counseling services, it strives to make the coming of babies events which strengthen and hold families together. The Association was organized in 1918 and incorporated in 1919. The first school for nurse-midwives in the United States was opened by the Association for the Promotion and Standardization of Midwifery, Incorporated, in New York City in 1932, its directorate interlocking with that of the Maternity Center Association. In 1934, the Maternity Center Association and the Association for the Promotion and Standardization of Midwifery entered into an agreement whereby the former assumed administrative and financial responsibility for the nurse-midwifery school. It holds a provisional charter from the University of the State of New York to conduct a school. In 1958 the home delivery service was discontinued. Since that time the education of the nurse-midwife has been concentrated at the Kings County Hospital, a large city hospital associated with the Downstate Medical Center of the State University of New York. A nurse-midwifery service functions as part of routine patient care at Kings County, which conducts between 6,000 and 6,500 deliveries each year.

Harlem Hospital Center is a large city hospital associated with the Columbia-Presbyterian Medical Center. A nurse-midwifery service functions as part of routine patient care at Harlem Hospital also, which conducts between 4,000 and 5,000 deliveries each year.

PHILOSOPHY

The program in maternity nursing, of which education of the nurse-midwife is an essential component, was initiated and is continuing in the belief that the nurse-midwife's contribution to maternal and child health programs is demonstrable and vital when she is trained as a clinical specialist who functions as practitioner, teacher, supervisor, and consultant, appropriate to the setting and position in which she is practicing.

The program of study is designed to provide the student with continuous opportunity to relate and integrate her theoretical knowledge with clinical practice by assuming, under tutorial guidance, responsibility for the complete care of mother and baby throughout parturition. We believe that this responsibility for application of theoretical knowledge to the realities of clinical practice stimulates the moti-

vating forces of learning, making it a dynamic process within the student, which becomes self-perpetuating and reaches far beyond the time spent within the walls of the University.

PROGRAM FOR THE MASTER OF SCIENCE DEGREE

The eleven-month program leads to a Master of Science degree and a Certificate in Nurse-Midwifery from Columbia University. The program is planned around preparation in the clinical specialty and is based on a concept of continuous maternity care, centered on the family in a community setting. The complete service considers the needs and desires of the people being served as well as the reduction of maternal and infant mortality and the maintenance of scientific and technical standards of care. It includes the education, emotional support, and guidance of expectant parents, skilled attendance and emotional support throughout labor, and the integration of maternity care with good family living.

Since graduates in this clinical specialty often assume positions of leadership, their preparation must include the development of skills and the teaching of basic principles needed for the improvement of care through research, education, and group action. These skills include the ability to teach, and to evaluate educational programs for parents, students in nursing, and in-service programs, as well as to plan, develop, evaluate, and integrate maternity care programs with the activities of general health and welfare services. Each student is required to prepare a design for a research study of a particular area of interest in maternity nursing.

A minimum of 16 points are required in maternity nursing, including field experience. This experience is obtained in the Obstetrical and Gynecological Service of Presbyterian Hospital, including a special midwifery clinic, and in other agencies, including the Maternity Center Association and the Harlem Hospital Center.

In order to meet the requirements for the degree, each student must complete a minimum of 32 points. Since students come to the program with widely varied preparation and experience, and with different interests and aims, every effort is made to help them select additional courses which will meet individual needs and provide as much flexibility as possible. Many of the courses offered by the School of Public Health and Administrative Medicine, as well as courses offered by other schools in the University, are available to students in this program. The student should bear in mind, however, that preparation for specific jobs may require more than the eleven months included in this program.

Students taking courses in the School of Public Health and Administrative Medicine may participate in an orientation program of approximately ten days starting on the day before registration in September. This program is designed to provide all entering students with an orientation to the community, the Medical Center, and the Department. Emphasis is placed on a rapid survey of the nature of the community, its health problems, and some ways of dealing with them.

► COURSES OF INSTRUCTION

The University reserves the right to withdraw or modify the courses of instruction or to change the instructors as may be necessary.

MATERNITY

Nursing 262. Anatomy and physiology of reproduction. 2 pts

Members of the Faculty of Medicine. Two hours a week, first and second quarters.

Structure, nerve supply, blood supply, and physiology of the female reproductive organs; structure and functions of the male reproductive organs; embryonic development; current concepts of heredity which relate to genetic counseling.

Nursing 263. Advanced maternity nursing. 3 pts

Professor Cantwell; visiting lecturers. Two hours a week, first quarter; two and one half hours seminar and twelve hours field experience a week, second quarter.

Historical development of maternity care in relation to available knowledge, superstitions, customs, mores, technological advances, and changes in social and economic structures. Present practices in the United States are explored in relation to current trends and anticipated problems. Techniques of interviewing and observing are developed as the students begin to explore the needs of mothers and babies in the various stages of the maternity cycle.

Nursing 265. Obstetrics and pediatrics for nurse-midwifery. 3 pts

Professor Williamson and members of the Department of Obstetrics and Gynecology and the Department of Pediatrics.

Prerequisite: *Nursing 262*.

Lectures on the theory of obstetrics, including reproductive anatomy and physiology; disorders of the reproductive system; physiology of pregnancy, labor, and the puerperium; management and care of the newborn; complications of the newborn; other aspects of infant care.

Nursing 266. Nurse-midwifery, I. 2 pts

Professor Cantwell; Miss Parke; members of the Department of Obstetrics and Gynecology. One and one-half hours a week, third quarter; three hours a week, fourth quarter.

Prerequisite: *Nursing 263*.

Seminar discussions, based on students' clinical experience with individual mothers and their families, of the nursing care and nurse-midwifery management of the antepartal, intrapartal, and postpartal phases. Part of the discussion deals with physiological, social, and psychological principles; part is aimed at helping the student to identify the needs of parents and to analyze her own effectiveness in meeting these needs.

Nursing 266A. Field work. 2 pts

Professor Cantwell; Miss Parke; members of the Department of Obstetrics and Gynecology. Twelve hours a week, second and third quarters; sixteen hours a week, fourth quarter.

Prerequisite or corequisite: *Nursing 265* and *266*.

Students are assigned to selected patient care related to class discussion and content. Experience is concentrated on a study of the nursing needs and evaluation of nursing care of mothers and their families throughout the maternity cycle beginning with the normal and proceeding to the mother with complications, and on the nurse-midwifery management of normal mothers during pregnancy. A limited amount of experience is also provided in management of normal labor, delivery of the baby, and follow-up of the mother and baby postpartum. Experience in the rooming-in unit, the premature nursery, and in other areas may be included according to the student's particular interest.

Nursing 270. Nurse-midwifery, II. 4 pts

Professor Cantwell; Misses Boone and Tease; members of the staff of the Harlem Hospital Center. Full time, summer period.

Prerequisite: *Nursing 265*, *266*, and *266A*.

Intensive unit of theoretical and practical experience in antepartal, intrapartal, and postpartal care of mothers and babies. Clinical practice, teaching rounds, case presentations, and seminars with obstetricians and nurse-midwifery instructions. Since this kind of experience cannot be preplanned and is not confined to a daytime schedule, it is necessary that the student be available full time.

Nursing 272. Parent education.**2 pts**

Professor Cantwell; Mrs. Rooney; members of the staff of the Maternity Center Association. Two hours a week, spring term and summer period.

A study of the informational needs of mothers and their families throughout the entire maternity cycle and of how these needs may be met. Observation and practice teaching at Presbyterian Hospital and/or the Maternity Center Association.

Nursing 273. Principles of administration.**2 pts**

Professor Derby. Two hours a week, first and second quarters.

A foundation course for students who are preparing for leadership positions in maternity nursing. Lectures and seminars include the theory and principles of administration, with emphasis on the administrative processes of planning, organizing, directing, coordinating, and controlling.

Nursing 290. Educational processes in society.**3 pts**

Members of the Department of Nursing; visiting lecturers. Three hours a week, spring term.

Seminars on the principles of program planning, including the dynamics of the teaching-learning process and the interrelationship between the educational programs and the values, needs, and movements within a society.

GENERAL BACKGROUND COURSES**Administrative Medicine P6201. Group processes.****1 pt**

One and one-half hours a week, first quarter.

Students are divided into groups of about sixteen each. Utilizing group discussion techniques, students work toward greater objectivity in observing and understanding their own behavior and that of others in groups. Skills in participation and leadership in groups, and in communication in general are identified, used, and refined.

Biostatistics P6201. Introduction to vital statistics.**2 pts**

Professor Fertig and staff. Two half-days a week, first quarter.

Lectures and laboratory work. Mass data of the health fields; the content of vital statistics; methods of collecting, tabulating, and graphing data; elementary methods of analyzing some of the simpler types of data in terms of averages, percentages, and rates. The laboratory work, which comprises about two thirds of the course, is devoted to the practical application of the methods presented in the lectures.

Epidemiology P6201. Introduction to communicable disease epidemiology.**1 pt**

Two hours a week, first quarter. Elective.

The nature and properties of microbial agents which are of particular importance to epidemiology; immunity and host response to infection, the general principles governing the maintenance and transmission of disease agents; the application of such knowledge to disease control.

Epidemiology P6202. Principles of epidemiology.**2 pts**

Six hours a week, second quarter.

Lectures, seminars, and exercises on the basic principles, contemporary concepts, historic and current uses of epidemiology, including agent, host, and environmental factors related to disease occurrence and geographic distribution; natural history and prevention of disease; and the study of epidemics.

Epidemiology P6203. Methods and application of epidemiology.**2 pts**

Six hours a week, third quarter.

Prerequisite: *Epidemiology P6202* or the equivalent, and the instructor's permission.

Exercises, seminars, and reports. Critical appraisal of the literature; design of field studies; evaluation of methods for prevention and control. Guest lectures and seminars review studies in the etiology and surveillance of diseases of public health importance.

Epidemiology P6205. Laboratory methods of epidemiology.**2 pts**

Six hours a week, third quarter.

Prerequisite: *Epidemiology P6202*.

Lectures, demonstrations, and laboratory. Detection, identification, and cultural and immunological characteristics of certain pathogenic fungi, bacteria, rickettsiae, and viruses. Emphasis is on the application of this knowledge to epidemiologic studies leading to prevention and control of communicable diseases of public health importance.

Epidemiology P8222. Human genetics and epidemiology.**1 pt**

Two hours a week, fourth quarter.

Prerequisite: *Epidemiology P6203* and the instructor's permission.

Seminars on recent studies in human genetics and cytology, with emphasis on methods which can be incorporated into epidemiologic studies. Illustrations are drawn from communicable diseases (e.g., tuberculosis, poliomyelitis, rheumatic fever) and a variety of noncommunicable diseases, such as cardiovascular diseases (hypertension, coronary artery disease), cancer (leukemia, breast), diabetes, and mental illness.

Mental Health P6201. Personality: its development and functioning.**1 pt**

One and one-half hours a week, first and second quarters. Elective.

Lectures and seminars. The problems encountered in the various stages of psychological growth and personality development, as related to programming in public health and administrative medicine. Interpersonal relations and the theory and techniques of interviewing.

Public Health Education P6201. Principles of education.**1 pt**

One hour a week, first quarter; one and one-half hours a week, second quarter.

An analysis of education as a major function of community health action. Emphasis on the nature and scope of health education, its base in the social sciences, and its application to programs of action, evaluation, and research.

Public Health P6206. Social foundations of community health.**3 pts**

Four and one-half hours a week, first and second quarters.

An analysis of the social and cultural bases of community health action as they are affected by the problems of group life. The history and geography of disease, population change, and the evolution and philosophy of public health are considered, leading to a detailed presentation of the sociological, political, and economic aspects of society in relation to health.

Psychiatric—Community Mental Health Nursing

The graduate program in psychiatric—community mental health nursing, leading to the Master of Science degree, is offered by the Department in cooperation with the University's School of Public Health and Administrative Medicine and other graduate schools, the Department of Psychiatry, and the psychiatric services of the Columbia-Presbyterian Medical Center, namely the New York State Psychiatric Institute and the Vanderbilt Clinic.

The program prepares qualified professional nurses to assume increasing responsibility for meeting peoples' mental health and psychiatric needs not only in the hospital setting but also in other settings in the community.

PHILOSOPHY

The philosophy of this program, consistent with the philosophy of the Department of Nursing as stated in this bulletin, is that:

graduate education not only provides opportunities for the student to obtain advanced knowledge and greater competence in the field of specialization, but also enables her to utilize this knowledge in developing a deeper understanding of complex human behavioral problems;

a graduate program serves to deepen the nurse's competence as a collaborative participant with other professionals in the decision-making aspect of a therapy program;

understanding of societal factors which affect the mental health of contemporary society is requisite for functioning effectually in community mental health programs and services;

graduate psychiatric nursing education is enriched by the student's involvement in patient care programs in an interdisciplinary, clinical, community setting.

PROGRAM FOR THE MASTER OF SCIENCE DEGREE

The program is two academic years in length and consists of 55 course credits. The student carries 12 to 15 points each term. During the summer between the first and second years, it is recommended that the student gain work experience in an agency providing services related to his or her interest and need.

As psychiatric nursing care is being extended from the hospital into the community, the psychiatric nurse is expected to (1) provide continuous care for patients in varied settings; (2) correlate and coordinate mental health services; (3) guide

and instruct others in psychiatric and mental health nursing care; and (4) function effectively with members of other disciplines.

Thus, the graduate program includes courses in advanced psychiatric nursing, in community mental health nursing, and in the behavioral, social, and natural sciences. In addition to courses offered by the Department, appropriate courses in anthropology, social psychology, physiology of behavior, epidemiology, community mental health, and group work may be taken in various divisions of the University, including the Graduate Faculties, the School of Social Work, and the School of Public Health and Administrative Medicine. Clinical experience in interdisciplinary community psychiatric and mental health services serve to develop the collaborative skills basic to planning for patient and community needs. Within the program, each student has the opportunity to concentrate on one aspect which is of particular interest.

Learning experiences are selected which enable the student:

to have an increasingly intensive relationship with patients with commonly encountered psychiatric syndromes and behavioral patterns;

to function with groups as observer-recorder, participant, and group team leader in patient-centered therapeutic group activities, family and visitors groups, psychodrama, sociodrama, and others;

to develop a consultative and collaborative relationship with a multidisciplinary staff in programing care for individuals and groups of patients;

to have a continuity of relationship and care both with the patient and/or family and with professional staff in community health, welfare, and other services through a collaborative relationship between the Medical Center's community mental health and psychiatric programs and the visiting nursing service in the community;

to collaborate with significant persons in the community such as the clergy, teachers, and law enforcement officials;

to be engaged in preventative services as well as those generally considered therapeutic and rehabilitative;

to utilize research findings and relevant methods of investigation in considering nursing problems.

Instruction, including supervision, is multidisciplinary in both seminars and clinical practice. Direct, individual supervision in the care of individuals and groups is provided by faculty members in psychiatric and public health nursing, in psychiatry, and in related health disciplines within the multidisciplinary team. Multidisciplinary clinical conferences and seminars contribute to evaluation of treatment plans and approaches and to identification of the specific contributions each discipline can make toward continuity of relationship and care of psychiatric patients. Tutorial and group instruction in conferences, seminars, clinical supervision, and classes continue as the student assumes increasingly responsible roles in planning, providing, directing, and evaluating nursing care for selected groups of patients and their families.

Students in this program utilize the facilities of the Columbia-Presbyterian Medical Center and the University, the developing community mental health and psychiatric programs, and the mental health-oriented public health nursing services in the community.

Students are required to complete 38 points in courses in psychiatric-community mental health nursing, biostatistics, epidemiology, and community mental health offered by the Department of Nursing in conjunction with the Department of Psychiatry and by the School of Public Health and Administrative Medicine in conjunction with the Faculty of Medicine; and 17 points (to be selected jointly by faculty members and the student) in designated courses in social and behavioral sciences given by the Graduate Faculties and the School of Social Work. A guide with specific information regarding selection of courses is available in the Office of the Associate Dean (Nursing).

This graduate program provides the student with the educational background in clinical psychiatric nursing necessary for advanced study in this or other social and behavioral sciences.

► COURSES OF INSTRUCTION

The University reserves the right to withdraw or modify the courses of instruction as may be necessary.

PSYCHIATRIC—COMMUNITY MENTAL HEALTH NURSING

Nursing 280. Advanced psychiatric theory. 3 pts

Members of the Departments of Nursing and Psychiatry. Three hours a week, autumn term, first year.

Emphasis is on psychodynamics, psychopathology, adaptation and stress in relation to health and disease, social and cultural determinants in behavior, treatment modalities, community-centered approach. Lectures, seminars, and demonstrations.

Nursing 281. Psychiatric nursing concepts. 3 pts

Members of the Department of Nursing; visiting lecturers. Two hours class and eight hours clinical practice a week, autumn term, first year.

Analysis of concepts relating to normal and abnormal phenomena drawn from nursing, psychiatry, and the social sciences, for use in the planning of appropriate nursing intervention in individual and family crises. Psychiatric nursing within the hospital and community; the pathophysiological, psychodynamic, and socio-cultural factors affecting the mental health of the individual and his family. Seminars and clinical practice.

Nursing 282. Psychiatric nursing practice, I. 4 pts

Members of the Department of Nursing; visiting lecturers. Two hours class and sixteen hours clinical practice a week, spring term, first year.

Analysis and appraisal of mental health situations; identification of nursing problems; selection, implementation, and evaluation of nursing intervention; understanding of nursing responsibilities within a collaborative multidisciplinary effort. Seminars are supplemented by in-patient and outpatient clinical practice with individuals and families.

Nursing 283. Psychiatric nursing practice, II. 3 pts

Members of the Department of Nursing; visiting lecturers. Two hours clinical practice a week, autumn term, second year.

A continuation of *Nursing 282*.

Nursing 284. Community mental health. 3 pts

Members of the Departments of Nursing and Psychiatry and the School of Public Health and Administrative Medicine. Hours to be arranged, spring term, first year.

Seminars on community organization, programs, and mental health services, including comprehensive community mental health centers. Concepts underlying correlation and coordination of mental health services. Programing on local, state, national, and international levels in relation to mental health and illness needs.

Nursing 285. Epidemiology and mental health. 2 pts

Members of the Department of Nursing and School of Public Health and Administrative Medicine. Hours to be arranged, autumn term, second year.

Seminars on the principles of epidemiology employed in the study of mental health and illness. Emphasis on host, agent, and environmental factors and on epidemiological methods basic to public health programing for mental health. Evaluation of epidemiological research studies pertaining to mental health and illness in hospitals and communities.

Nursing 286. Community mental health nursing. 3 pts

Members of the Departments of Nursing and Psychiatry; visiting lecturers. Two hours class a week and clinical practice, hours to be arranged, autumn term, second year.

Roles of the nurse specialist and the nurse generalist in providing both therapeutic nursing care to the psychiatric patient and preventive service to individuals and families in the community. Intra- and interdisciplinary collaboration in community mental health services. Continuity, correlation, and coordination of care. Seminars and clinical experience.

Nursing 292. Research. 3 pts

Principles and techniques for setting up a research design; providing for adequate sampling; selecting and developing appropriate methodology and analyzing data; development of designs for independent research study. Lectures and seminars.

Nursing 293. Research seminar. 6 pts

Discussion and analysis of independent student research studies.

Biostatistics P6201. Introduction to vital statistics. 1 pt

Autumn term, first year.

Lectures and laboratory. Mass data of the health fields; the content of vital statistics; methods of collecting, tabulating, and graphing data; elementary methods of analyzing some of the simpler types of data in terms of averages, percentages, and rates. The laboratory work, which comprises about two thirds of the course, is devoted to the practical application of the methods presented in the lectures.

Epidemiology P6202. Principles of epidemiology. 1 pt

Autumn term, first year.

Lectures, seminars, and exercises on the basic principles, contemporary concepts, historic and current uses of epidemiology, including agent, host, and environmental factors related to disease occurrence and geographic distribution; natural history and prevention of disease; and the study of epidemics.

***Mental Health 204. Program planning in mental health.**

Spring term, first year.

Lectures and seminars. Program planning in mental health as a basic administrative task. Planning problems in relation to specific mental health issues and to demographic, epidemiological, statistical, economic, professional, and nonprofessional factors. Logistical, fiscal, and organizational implications of planning as conditioning influences on the process.

*Each of the four starred courses carries 1 point of credit a quarter in the School of Public Health and Administrative Medicine; taken together they equal 3 points of credit in the Department of Nursing, and may be substituted for *Nursing 284*.

***Mental Health 206. Studies in the historical sociology of mental illness.**

Spring term, first year.

Seminars on selected topics which include psychopathology in the social process; the evaluation and social character of hospitals and other arrangements for the mentally ill as influenced by different social contexts and cultural situations; concepts of mental illness in relation to nonscientific factors. Discussion is based on material drawn from a variety of historical periods from antiquity to the present. The relevance of historical sociology to the understanding of present problems is indicated.

***Epidemiology 211. Epidemiology of mental disorders.**

Spring term, first year.

Given in conjunction with the Department of Psychiatry.

Seminars on the principles of epidemiology as applied to mental disorders, including discussions of host, environmental, and agent factors which initiate and foster the development of mental disorders. Critical evaluation of studies of epidemiologic research in mental hospitals and in communities.

***Community Psychiatry 216. Special areas and developments in community psychiatry.**

Spring term, first year.

Guest lecturers who are especially conversant with significant developments discuss organizational, technical, and conceptual aspects of community psychiatry. Several sessions are given to the architecture of psychiatric facilities.

FUNCTIONAL PROCESSES

Nursing 290. Educational processes in society.

3 pts

Members of the Department of Nursing; visiting lecturers. Three hours a week, spring term, first year.

Seminars on the principles of program planning, including the dynamics of the teaching-learning process and the interrelationship between the educational programs and the values, needs, and movements within a society.

Nursing 291. The administrative process.

3 pts

Members of the Department of Nursing and the Faculty of Medicine. Three hours a week, spring term, second year.

Seminars on the planning and implementation of therapeutic nursing intervention. Participation in the formulation of standards, policies, and procedures for the treatment program. Participation in the initiation and administration of new types of patient programs and activities.

Nursing 292. Research.

3 pts

Members of the Faculty of Medicine; visiting lecturers. Three hours a week.

Principles and techniques for setting up a research design, providing for adequate sampling, selecting and developing appropriate methodology and analyzing data, development of designs for independent research study. Lectures and seminars.

Nursing 293. Research seminar.

6 pts

Members of the faculties of appropriate departments and schools. Three hours a week, spring term, second year.

Discussion and analysis of students' systematic studies in the field of psychiatric-community mental health nursing.

SOCIAL, BEHAVIORAL, AND NATURAL SCIENCES

The following courses are offered by the Graduate Faculties, except for *Social Work T6301*, which is offered by the School of Social Work. *Psychology G4801*—

*Each of the four starred courses carries 1 point of credit a quarter in the School of Public Health and Administrative Medicine; taken together they equal 3 points of credit in the Department of Nursing, and may be substituted for *Nursing 284*.

G4082 is required of all students unless alternative courses are approved by members of the Department because of a student's previous education. In addition, students are required to complete 11 points in courses selected from the list below or their equivalents, as approved by faculty advisers. The required 11 points must include 3 points in anthropology, 3 points in sociology or social psychology, and 2 points in social group work.

Anthropology G4135–G4136. Studies in contemporary American culture. 3 pts. Dr. Bunzel. Not given in 1966–1967.

Anthropology G4168. Dynamics of culture. 3 pts. Dr. Bunzel. Not given in 1966–1967.

Anthropology G4231y. Culture, health, and disease. 3 pts

Professor Alland. Tu 2:10–4.

Native and Western medicine in preliterate societies. Problems in cultural epidemiology and in the ecology of disease.

Psychology G4081x–G4082y. Physiological psychology. 3 pts

Professors Matin and Slotnick. Th 2:10–4.

Problems of the structure and function of the nervous system and sensory and muscular systems. Their role in the study of perception, learning, motivation, and the behavior disorders. Some of the basic metabolic and regulatory mechanisms and their contribution to the understanding of the effects of drugs and hormones on behavior.

Social Psychology G4311x. General social psychology. 3 pts

Professor McGuire. M 2:10–4.

Theories, methods, and findings bearing on central topics in experimental social psychology, including socialization of the individual, group processes, attitude change, biological bases of social behavior, and social conflict.

Sociology G4026x. Systematic study of the family. 3 pts

Professor Goode. M 10–11:50.

A comparative theoretical analysis of family organization in different societies, with special reference to the urban nuclear family of Western society.

Sociology G4029. Health, illness, and society. 3 pts. Professor Kadushin. Not given in 1966–1967.

Sociology G4030x. Social structure of mental disorders. 3 pts

Professor Blum. Th 2:10–4.

The social distribution of mental disorder. Social consequences of individual disorders and consequences to the individual of social structural strain. Social aspects of treating mental disorders: coming for treatment, organization of professional treatment, processes of treatment, community reintegration of the mentally disturbed.

Sociology G6045x–G6046y. Elements of organization. 3 pts

Professor Caplow. Th 10–11:50.

General analysis of human organizations including status orders, normative systems, divisions of labor, growth, structural change, and interorganizational conflict.

Social Psychology G6336. Communication and social influence. 3 pts. Professor Schachter. Not given in 1966–1967; to be given in 1967–1968.

Social Work T6301. Social group work, I. 2 pts
(Formerly *I31*).

Social backgrounds, institutional settings, and basic concepts and principles of social group work: dynamics of the group process; sociocultural and developmental factors affecting group life; dynamics of the worker-group relationship; methods and techniques of group work in meeting group and individual needs.

Registration and Expenses

Each student must register in the Office of the Registrar of the Faculty of Medicine, Room 2-405, College of Physicians and Surgeons, 630 West 168th Street, before she may attend classes. Registration dates are given in the Academic Calendar, pages 71–72. Registration includes payment of fees.

All students will be asked to give social security numbers when registering in the University. Those who do not now have a number should obtain one from the local social security office well in advance of registration.

► FEES

AUTUMN TERM

Comprehensive fee	\$ 50.00
Tuition	825.00
Student health and hospital fee	65.36

SPRING TERM

Comprehensive fee	50.00
Tuition	825.00

SUMMER PERIOD

Comprehensive fee	10.00
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Total	\$1,825.36
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APPLICATION FEES AND LATE FEES

Application for admission	\$15.00
Application for each special examination	10.00
Renewal of application for a degree or certificate (see page 69)	1.00
Late registration	6.00
Late application, or late renewal of application, for a degree or certificate	5.00

PAYMENT OF FEES

The student health service fee is paid annually by all full-time students at the beginning of the school year. Checks should be drawn to the order of Columbia University. If fees are paid after the day of registration, the charge of \$6 is automatically imposed. Under the regulations, the privileges of the University are not available to any student until she has completed her registration.

WITHDRAWAL AND ADJUSTMENT OF FEES

An honorable discharge will always be granted to any student in good academic standing and not subject to discipline who may desire to withdraw from the University. Students withdrawing are required to notify the Registrar in writing at once. The Associate Dean (Nursing) may, for a valid reason, grant a leave of absence to a student in good standing.

The comprehensive fee, application fees, special fees, and late fees are not refundable. If a student withdraws from the Department, a partial return of the tuition that she has paid may be authorized by the Registrar. When a rebate is allowed, it will be reckoned from the day upon which the Registrar receives a written notice from the student.

APPLICATION OR RENEWAL OF APPLICATION FOR A DEGREE

A candidate for a degree must file application by the date specified in the Academic Calendar. If the degree is not earned by the next regular time for the issuance of diplomas subsequent to the date of filing, the application may be renewed for a fee of \$1 each time that the candidate chooses to come up for consideration.

The degree is awarded to students in the Maternity Nursing Program in October and to students in the Psychiatric-Community Mental Health Nursing Program in June.

► REGULATIONS

Students registered in the graduate programs must maintain a B average.

For other University regulations concerning registration, attendance and length of residence, grades, and academic discipline, see page 37 of this bulletin.

► LIVING ARRANGEMENTS

All students registered in the University are eligible for rooms in University residence halls, as listed below. Assignment of rooms is made by the term. Fees may be paid by the term or by the month. Requests for information and for application forms should be made directly to the individual residence hall. The Morningside campus is located approximately twenty minutes by bus or subway from the Washington Heights campus and the Presbyterian Hospital.

Medical Center Campus:

Anna C. Maxwell Hall, Department of Nursing residence, 179 Ft. Washington Avenue (located directly across the street from the Presbyterian Hospital). Apply directly to the Department of Nursing, Faculty of Medicine, Columbia University, 622 West 168th Street, New York, N.Y. 10032.

Bard Hall, medical school residence, 50 Haven Avenue, New York, N.Y. 10032 (about three blocks from the Presbyterian Hospital).

Dining facilities at the Presbyterian Hospital are open to students. It has been estimated that approximately \$150 monthly should be budgeted for room and meals.

Morningside Campus:

Johnson Hall, women's residence hall, 411 West 116th Street, New York, N.Y. 10027.

International House, 500 Riverside Drive, New York, N.Y. 10027. Not a University residence hall, but primarily for graduate students at Columbia and other colleges and universities in New York City.

► STUDENT HEALTH SERVICE

The student health service fee is payable by all full-time students at the beginning of the school year. This fee is used to pay the annual premium of the Associated Hospital Service of New York for hospital insurance and to pay part of the cost of the student health service. If the student wishes to carry her own hospital insurance, the fee for health services will be \$7.28 a year.

Daily office hours are held by the Student Health Service in Room 2-220 of the Vanderbilt Clinic. Members of the health service are available to attend students who are ill at home, if they live near the Medical Center.

► UNIFORMS

In the Maternity Nursing Program, D'Armigene public health uniforms, with regulation white oxfords, are worn for all field experience. In the Psychiatric-Community Mental Health Nursing Program, the uniform is determined by the service in which the student is having her learning experience. Lockers are provided in the hospital so that uniforms need not be worn in the street.

► TEACHING FACILITIES

The resources of the Morningside campus of the University, including the graduate schools and the libraries, are available to students in the Department of Nursing.

Amphitheatres, classrooms, and laboratories of the Faculty of Medicine and the Obstetrical Service of the Presbyterian Hospital, Vanderbilt Clinic, and the New York State Psychiatric Institute are used. The clinical fields available through the several cooperating agencies afford learning opportunities in the clinic, hospital, and community.

Academic Calendar, 1966-1967

AUTUMN TERM

- Sept 6-9** Tuesday-Friday, and September 14, Wednesday. Preorientation sessions for students who are notified to attend.
- 12-13** Monday-Tuesday. Registration, including payment of fees.
- 15** Thursday. First quarter begins for students in the Maternity Nursing Program.
Autumn term begins for students in the Psychiatric-Community Mental Health Nursing Program.
- Nov 8** Tuesday. Election Day. Holiday.
- 14** Monday. First quarter ends for students in the Maternity Nursing Program.
- 15** Tuesday. Second quarter begins for students in the Maternity Nursing Program.
- 24-27** Thursday-Sunday. Thanksgiving Holidays.
- Dec 21** Wednesday, through January 3, 1967, Tuesday. Christmas Holidays.
- Jan 28** Saturday. Autumn term ends for students in the Psychiatric-Community Mental Health Nursing Program.

SPRING TERM

- Jan 26-27** Thursday-Friday. Registration, including payment of fees.
- 28** Saturday. Second quarter ends for students in the Maternity Nursing Program.
- 30** Monday. Third quarter begins for students in the Maternity Nursing Program.
Spring term begins for students in the Psychiatric-Community Mental Health Nursing Program.
- Mar 1** Wednesday. Last day to apply or reapply for June degrees.*
- 25** Saturday. Third quarter ends for students in the Maternity Nursing Program.
- 27** Monday, through April 2, Sunday. Easter Holidays.

* Students who apply after this date must pay a late fee.

- Apr 3** Monday. Fourth quarter begins for students in the Maternity Nursing Program.
- May 26** Friday. Registration, including payment of fees, for the summer period for students in the Maternity Nursing Program.
- 27** Saturday. Fourth quarter ends for students in the Maternity Nursing Program.
Spring term ends for students in the Psychiatric-Community Mental Health Nursing Program.

SUMMER PERIOD

- May 30** Tuesday. Memorial Day. Holiday.
- 31** Wednesday. Classes begin for the summer period.
- June 4** Sunday. Baccalaureate Service.
- 6** Tuesday. Conferral of degrees. Ceremony at Columbia University.
- July 4** Tuesday. Independence Day. Holiday.
- 31** Monday. Last day to apply for October degrees.*
- Aug 19** Saturday. Completion of course.

* Students who apply after this date must pay a late fee.



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THE COLUMBIA-PRESBYTERIAN MEDICAL CENTER NEW YORK CITY



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| 1. BARD HALL | 12. HARKNESS PAVILION |
| 2. N.Y. STATE PSYCHIATRIC INSTITUTE
PSYCHOANALYTIC CLINIC | 13. PRESBYTERIAN HOSPITAL
N.Y. ORTHOPEDIC HOSPITAL
SLOANE HOSPITAL
SQUIER UROLOGICAL CLINIC |
| 3. NEUROLOGICAL INSTITUTE | 14. BABIES HOSPITAL |
| 4. MAXWELL HALL | 15. RADIOTHERAPY CENTER (UNDER
CONSTRUCTION) |
| 5. HARKNESS MEMORIAL HALL | 16. PAULINE A. HARTFORD MEMORIAL
CHAPEL |
| 6. GEORGIAN NURSES RESIDENCE | 17. PROPOSED BABIES HOSPITAL
RESEARCH TEACHING
AND
OFFICE ADDITION |
| 7. WILLIAM BLACK MEDICAL
RESEARCH BUILDING | 18. INSTITUTE OF OPHTHALMOLOGY |
| 8. ALUMNI AUDITORIUM | 19. CENTRAL SERVICE BUILDING |
| 9. COLLEGE OF PHYSICIANS & SURGEONS | 20. FRANCIS DELAFIELD HOSPITAL,
N.Y.C. |
| 10. VANDERBILT CLINIC
SCHOOL OF DENTAL AND ORAL SURGERY | |
| 11. N.Y. CITY DEPARTMENT OF HEALTH
SCHOOL OF PUBLIC HEALTH AND
ADMINISTRATIVE MEDICINE
WASHINGTON HEIGHTS HEALTH
CENTER, N.Y.C. | |

To Reach the Medical Center: By subway, the Washington Heights Express of the IND Eighth Avenue or the Van Cortland Park train of the IRT Seventh Avenue. By bus, Fifth Avenue Bus #4 or #5. By car, the Westside Highway exit at the George Washington Bridge. Parking facilities are available at West 164th Street and Fort Washington Avenue.

To Columbia Students

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